DOCUMENT RESUME

ED 332 774 JC 910 302

AUTHOR	Cook, Lauraine
TITLE	Comprehensive Planning Resource Document, 1990-91, for the Kern Community College District.
INSTITUTION	Kern Community Coll. District, Bakersfield, Calif.
PUB DATE	91
NOTE	388p.
PUB TYPE	Reports - Research/Technical (143) -- Statistical Data (110)
EDRS PRICE	MF01/PC16 Plus Postage.
DESCRIPTORS	*Budgets; *College Planning; College Programs; Community Colleges; *Educational Facilities; Financial Support; Mission Statements; Program Evaluation; Salaries; *School Community Relationship; School Demography; *School Personnel; School Statistics; Student Characteristics; Student Personnel Services; Tables (Data); Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS	Kern Community College District CA

ABSTRACT

This compilation of resources for district planning in 1990-91 provides an overview of demographic, personnel, financial, facilities, and curriculum issues for the Kern Community College District (California) and its member institutions, Bakersfield, Cerro Coso, and Porterville colleges. The 10 sections of the document cover: (1) General Information, including a description of the district planning process; the text of the California Community Colleges Basic Agenda for 1990-91; and philosophy, mission, and goals statements; (2) External Characteristics, including population, labor force, and high school enrollment statistics and projections; (3) Internal Evaluation, including program evaluation and accreditation procedures; (4) Instructional Services, including an inventory of approved programs, academic calendars, and vocational education offerings and needs; (5) Student Support Services, including plans for matriculation, assessment, Extended Opportunity Programs and Services, and disabled student services; (6) Student Demographics, including enrollment and average daily attendance history and projections, 1976-77 through 2010; and enrollment trend data disaggregated by student characteristics; (7) Staffing, including data on salaries and characteristics, and on diversity/affirmative action goals and policies; (8) Facilities and Equipment, including a priority list of capital outlay projects, energy plans, lists of critical needs, and library and safety services plans; (9) Finance, consisting of budget and expenditures analyses, assumptions, projections, tables of general fund cash flows, and personnel costs; and (10) Success Factor, including numbers of graduates by college, 1915 to 1990; student attrition rates and weekly contact hours for 1983-84 through 1988-89; and reports on health career licensure exams, and on foundation and community support. (JMC)

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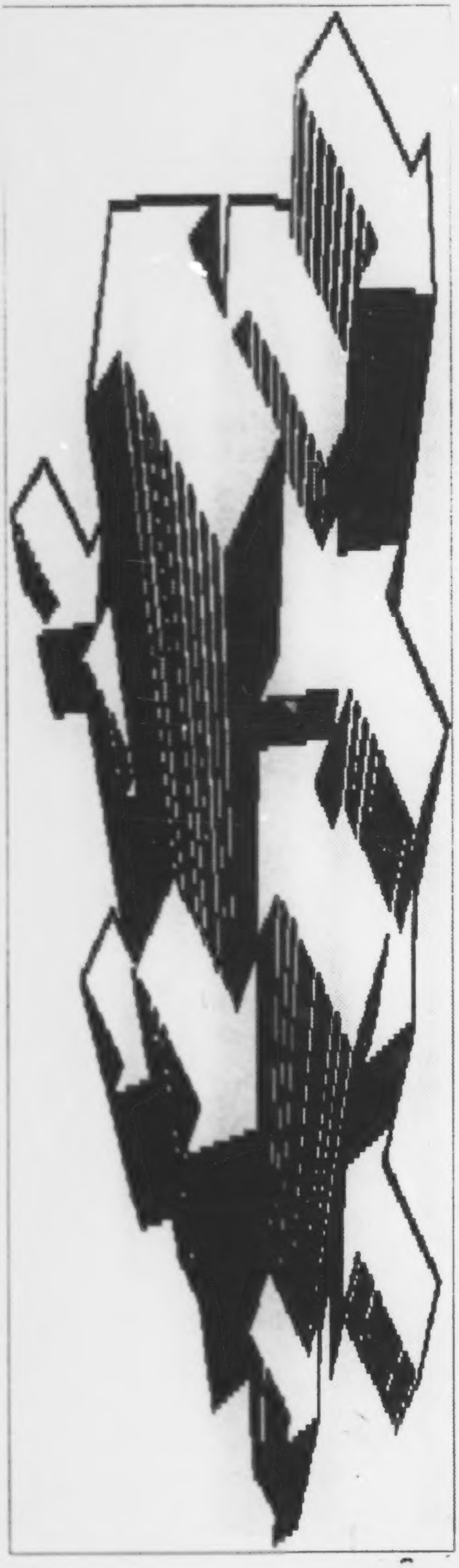

COMPREHENSIVE PLANNING RESOURCE DOCUMENT 1990-91

Lauraine Cook

FOR THE

KERN COMMUNITY
COLLEGE DISTRICT

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PART I--GENERAL

INTRODUCTION

This Resource Document for planning provides an overview of the educational philosophy of the Kern Community College District and the mission and goal statements of its member institutions, Bakersfield College, Cerro Coso College and Porterville College. Demographic data and projections are provided for the population base and the students being served. Curriculum matters are an integral part of this plan as are personnel, finance and facilities.

Additionally, priorities for expenditures and allocations of resources for fiscal year 1990-91 are included for: (a) educational courses and programs, (b) federal vocational education funds, (c) disabled students programs and services (DSP&S), (d) extended opportunity programs (EOPS), (e) other student services, (f) staffing, (g) capital outlay projects, (h) maintenance projects and (i) vehicle replacements.

Planning for both short-term and the longer term provides for greater effectiveness in setting expenditure priorities based upon goals of the institutions of the Kern Community College District. A planning document which is available to the staff and public increases the awareness of the manner in which income is expended and also is a vehicle for letting the public know of current financial and educational program needs.

This Resource Document for planning will be utilized by the Colleges in preparing College plans, grant applications and required reports from the California Community College Chancellor's Office. This document will give the public, Board of Trustees, California Community College Board of Governor's, the California Legislature, and the Executive Branch of State Government a clearer picture of the local mission, goals and then the finances necessary to accomplish the goals of the Colleges and the District.

With anticipated growth in the next decade, it is imperative that reasonable decisions be made year-to-year to ensure that quality instruction, adequate facilities and equipment, and proper student support services are of high caliber and accessible to the constituents of the Kern Community College District.

Refining the planning/budget building process will be an ongoing endeavor--the process must meet local needs to assist in making good decisions and at the same time meet the reporting/approval requirements of the State Chancellor's Office. Involving a greater number of staff members in the planning process will ensure better communication, provide a broader base of input for decision-making and hopefully result in more appropriate expenditures.

Jim Young, Chancellor

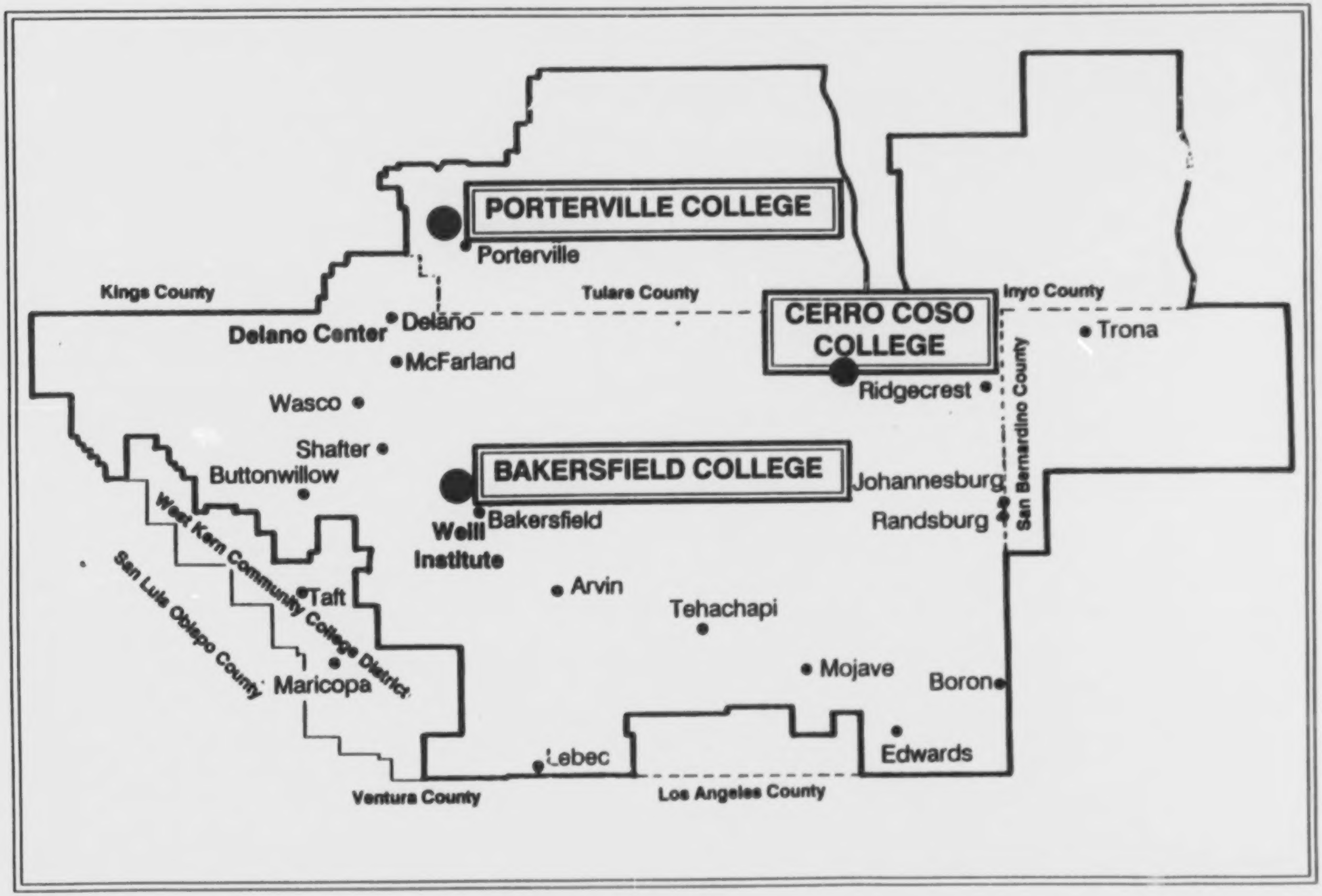
PORTERVILLE COLLEGE
Porterville
Kings County
Tulare County
Inyo County
CERRO COSO COLLEGE
Delano Center
Delano
McFarland
Trona
Ridgecrest
Wasco
Shafter
Buttonwillow
BAKERSFIELD COLLEGE
Johannesburg
San Bernardino County
Weill Institute
Bakersfield
Randsburg
West Kern Community College District
San Luis Obispo County
Taft
Arvin
Tehachapi
Maricopa
Mojave
Boron
Edwards
Lebec
Ventura County
Los Angeles County

Figure 1--Kern Community College District Boundaries, January, 1984

COLLEGE SERVICE AREAS
1990-91

BAKERSFIELD COLLEGE

The Bakersfield College Service Area includes all of Kern County not served by Cerro Coso College except for the part of Kern County lying within the West Kern Community College District (Taft). The major population centers served are Bakersfield, Delano, Wasco, Shafter, McFarland and Arvin.

The number of people living in the Bakersfield College Service Area in 1990 is 436,116. This figure was determined by compiling the populations reported in the various Census Tracts and Enumeration Districts in the portion of Kern County not served by Cerro Coso or Taft Colleges. This data was provided by the Kern County Planning Department.

CERRO COSO COLLEGE

The Cerro Coso College Service Area encompasses all of Kern County east of Tehachapi, including the population centers of Ridgecrest, Inyokern, China Lake, Mojave, Edwards Air Force Base, Kern River Valley, Rosamond and Boron. Also included in the Cerro Coso College Service Area are parts of Inyo and San Bernardino Counties. The principal service area in Inyo County is Bishop; the principal service area in Mono County is Mammoth Lakes. Because the population in these two counties is small and relatively difficult to determine, these numbers are not included in the projections. Also not included are the people in Inyo and Mono Counties who are served by Cerro Coso College, but who do not reside in the Kern Community College District.

As of May 23, 1990, the number of people residing in the Cerro Coso College Service Area, as defined above, is 88,426. This figure was determined by compiling the populations reported in the various Census Tracts and Enumeration Districts within the boundaries noted. This data was provided by the Kern County Planning Department.

PORTERVILLE COLLEGE

The Porterville College Service Area is all of the Kern Community College District that lies within Tulare County. The major population center is Porterville, and the service area includes 13 elementary and secondary school districts.

The number of people residing in the Porterville College Service in 1990 is 74,736. This data was provided by the Tulare County Building and Planning Department. The Porterville College drawing area population was determined by applying the same percentage of the total Tulare County population as obtained in the official Tract Census of 1980. This percentage is 24.23%.

Porterville College also serves a number of students residing in Tulare County, but outside the Kern District boundaries. The College also serves a few students living to the south in Kern County. However, for the purposes of populations, the Porterville College Service area is restricted to the portion of Tulare County that is located within the Kern Community College District.

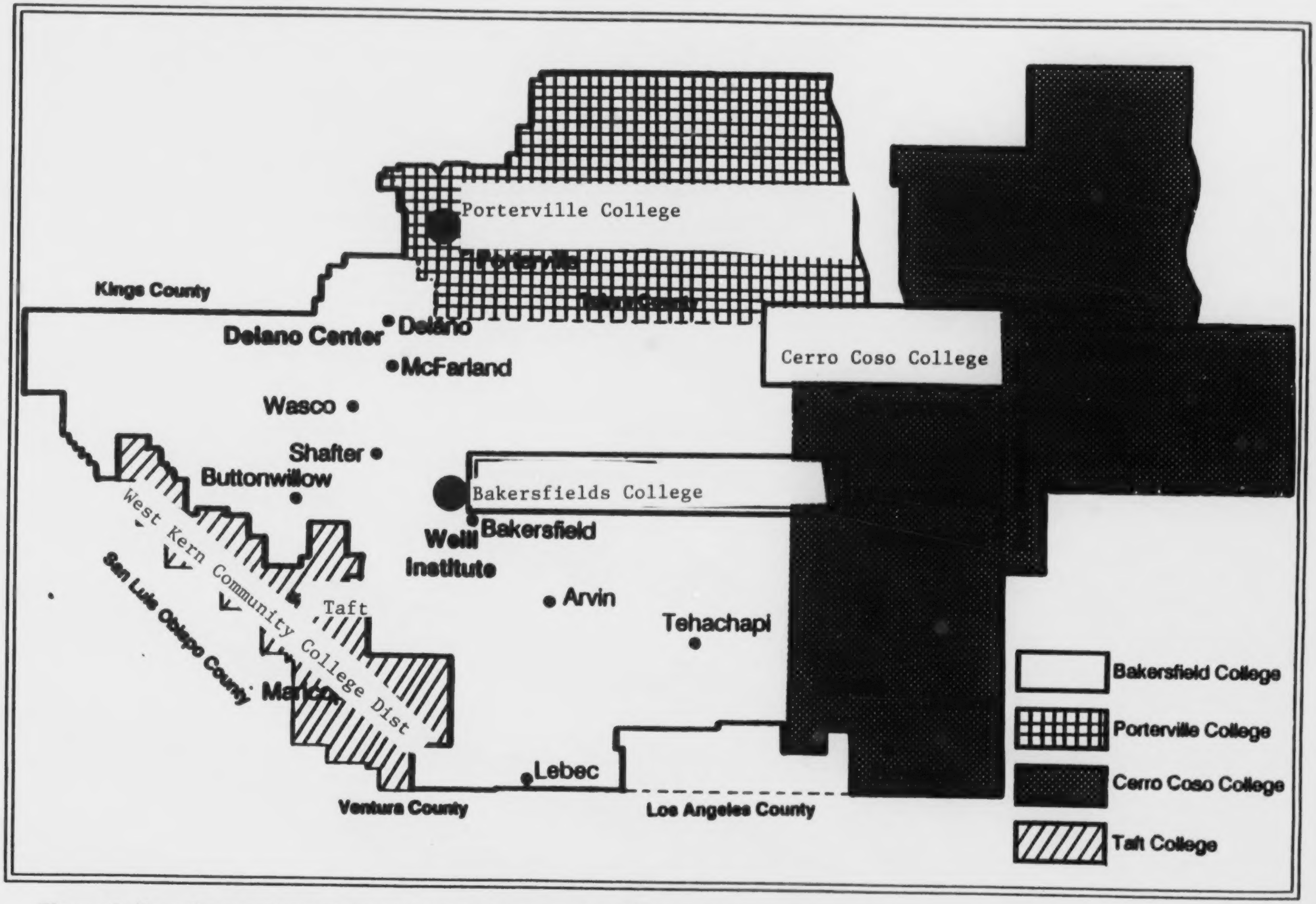
Porterville College
Porterville
Tulare County
Kings County
Delano Center
Delano
McFarland
Wasco
Shafter
Buttonwillow
Bakersfields College
Bakersfield
Weill Institute
Cerro Coso College
Arvin
Tehachapi
West Kern Community College Dist
San Luis Obispo County
Taft
Maricopa
Lebec
Ventura County
Los Angeles County
Bakersfield College
Porterville College
Cerro Coso College
Taft College

Figure 2--Kern Community College District, College Service Areas, January, 1984

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DESCRIPTION OF DISTRICT PLANNING PROCESS
1990-91

Comprehensive planning in the Kern Community College District must take into account several factors including the geography of the District. Enormous in size, the Kern District encompasses 12,500 square miles located in parts of four counties, Kern ,Tulare, Inyo and San Bernardino. A unique feature of the District is the distance between the three Colleges and their Centers. The District Office is located in downtown Bakersfield. Bakersfield College is located in Bakersfield and operates a center in Delano, 40 miles to the north, and the Weill Center in downtown Bakersfield. Cerro Coso College in Ridgecrest, is 120 miles (2-1/2 hours) to the east of the District Office; Cerro Coso College also operates a Center at Edwards Air Force Base, 80 miles to the south of Ridgecrest and offers courses in Lake Isabella, Bishop and Mammoth. Porterville College is 60 miles (1-1/4 hours) to the north.

The distances between the three institutions and their unique service areas led to the establishment of the three administratively semi-autonomous Colleges. The three College Presidents have wide-ranging authority with respect to curriculum, staffing and finance. The practice is for the College presidents to involve their respective staffs in determining institutional goals and priorities, which are then recommended to the District Chancellor.

The District Chancellor has final authority in all matters related to the operations of the Colleges and the District and makes recommendations to the Board of Trustees for setting policies and courses of action.

The Kern Community College District planning process is designed to be continuous, systematic and flexible. The planning process has been a major emphasis, and early on it was determined that those responsible for implementing the plan should be participants in its development.

The District Planning structure has been in place for a number of years and involves both top-down and bottom-up communication in devising means to allocate resources among priorities. A number of District-wide committees/groups meet on an as needed basis, each chaired by a District manager. A listing of District coordinating/policy committees follows.

The Chancellor's Cabinet serves as the final policy recommending body. It is chaired by the Chief Executive Officer, and its composition includes the three College Presidents, the Business Manager, the Assistant Chancellor for Personnel, the Assistant to the Chancellor (Instruction and Research), and the Director of Management Information Systems.

DISTRICT COORDINATING POLICY COMMITTEES
1990-91

Committee Title	Chair	Frequency of Meetings
Chancellor's Cabinet	Chancellor	Biweekly
Administrative Council	Chancellor	Weekly
Academic Senate Presidents	Chancellor	As Needed
Instructional Deans	Assistant to the Chancellor, Instruction	Bimonthly
Vocational Deans	Assistant to the Chancellor, Instruction	As Needed
Handicapped Enablers	Assistant to the Chancellor, Instruction	As Needed
Child Development Center Directors	Assistant to the Chancellor, Instruction	Bimonthly
Confidential/Management Salary/Fringe Benefits	Assistant to the Chancellor, Instruction	As Needed
Student Services/Matriculation	District Consultant	Monthly
Personnel Council	Assistant Chancellor, Personnel	Bimonthly
Affirmative Action/Staff Diversity	Assistant Chancellor, Personnel	As Needed
Staff Development	Assistant Chancellor, Personnel	Semi-Annually
Business Managers	Business Manager	Monthly
Fringe Benefits Study Committee	Business Manager	Bimonthly
Safety Committees	Business Manager	As Needed
Data Processing Coordinating Committee	Director of Management Information Systems	Every six weeks
On-Line Transcript Committee	Director of Management Information Systems	As Needed

COORDINATION WITH OTHER COMMUNITY AGENCIES, SCHOOLS AND UNIVERSITIES

1990-91

A college district that is actively involved in its community must coordinate with many constituent groups. Shared facility/program agreements with school districts, with every level of government and a host of private agencies, are but one aspect of coordination that is required to provide excellent services. Program planning is ongoing in almost every department and division of the Colleges. Curriculum coordination between the local colleges, high schools, California State University, Bakersfield, other state universities and the University of California promotes student retention in school and improved student transferability to the university.

Bakersfield College has a special transfer center program with California State University, Bakersfield. Cerro Coso Community College has a program in computer science at the lower division, which will lead to a bachelor's degree from a Chico State University program offered in the Ridgecrest area. An associate degree registered nursing program is jointly offered by Cerro Coso Community College and Antelope Valley College on a recurring basis. Bakersfield College and Taft College jointly offer an oilfield training program and other curricular exchanges. Bakersfield College, the Kern High School District, the Regional Occupational Center of Kern and the Bakersfield Adult School jointly share an agriculture training facility and have developed a two-plus-two curriculum agreement again to enhance student retention and transferability.

Colleges of the Kern Community College District have training agreements with the Employers' Training Resource (JTPA) in Kern, Inyo and Mono Counties. Porterville College has a training agreement with JTPA in Tulare County. The Kern Community College District operates the Community Connection for Child Care which coordinates training programs and services for all child care agencies in Kern, Inyo and Mono Counties.

Working with the Kern County Fire Department and the Bakersfield City Fire Department, a joint training facility and fire training program has been developed in conjunction with Bakersfield College.

Cerro Coso Community College's Southern Outreach Center, which offers classes at Edwards Air Force Base, Boron and Mojave, works closely with a number of other educational providers. It coordinates course offerings with Golden Gate University and Chapman College so that students may complete their lower division requirements with Cerro Coso for a Bachelor's degree with either Golden Gate or Chapman. In addition, the Southern Outreach Center works with the three local high schools. Cerro Coso classes are held at Boron High School, Desert High School and Mojave High School. Cerro Coso also offers daytime science classes at Mojave High School which are open to high school students. Additionally a carpentry apprenticeship program is offered at Mojave High School in coordination with the Carpenters Union of the Southern California Joint Apprenticeship Council.

The main educational provider with whom the Southern Outreach Center coordinates its programs is the Air Force Education Services Office. The Air Force provides free office and classroom space to the College at Edwards. The Education Services Officer and the Dean of Southern Outreach work together on the College's course schedule to ensure that it meets student needs.

The Career Development Center of the Bishop Indian Council cooperates with Cerro Coso Community College to provide counseling, specialized tutoring, specialized recruitment and job placement for Native American Indian students enrolled in Business Management and Office Careers courses and programs conducted in the Bishop area. Cerro Coso College in its Northern Outreach effort works with agencies in the Kern River Valley, Bishop and Mammoth. Discussions are underway for providing additional services in those areas.

The Naval Weapons Center at China Lake cooperates with Cerro Coso College in the identification and support of programs in Computer Aided Design, Management Training, Computer Sciences, Electronic Technology, and Drafting Technology. A special automotive program for students from Mesquite High School has been developed.

Bakersfield College plays a role in the Greater Avenues for Independence (GAIN) Program, by providing placement testing and offering instructional services. Eleven apprenticeship programs are coordinated through the local Joint Apprenticeship Council with Bakersfield College and Cerro Coso Community College providing the instructional components.

Within the communities there are many organizations which are affiliated with the Colleges to assist each other in providing services or programs. Some of those agencies are: the Heart Association, the American Association of University Women, service clubs, and a number of advisory groups to instructional programs.

The Colleges also coordinate activities with private businesses and non-profit organizations. There are four non-profit foundations that exist to provide assistance to the three Colleges of the District and the District Office. The goals vary within each foundation, but typically, the major function is student support through scholarships, loans and grants.

Kern Community College District cooperates with the following educational providers in the development of instructional programs in the service areas of the District: thirteen high school districts; four adult schools; two regional occupational programs; Kern County Superintendent of Schools special services; proprietary schools; California State University, Bakersfield; Employers' Training Resource (JTPA) of Kern, Inyo, Mono, and Tulare Counties; Community Connection for Child Care; Bishop Indian Council; Naval Weapons Test Station; Edwards Air Force Base; Porterville Developmental Center; Chico State University; Golden Gate University and Chapman College.

The Kern Community College District is a member of the League for Innovation in the Community College and in this arena participates in coordinated activities among nineteen of the finest community college districts in the nation in a variety of projects.

KERN COMMUNITY COLLEGE DISTRICT PHILOSOPHY, VALUES AND EDUCATIONAL GOALS
1990-91

PHILOSOPHY

The concept, "only the educated are free," embodies the philosophy that education should liberate the mind by extending its vision of opportunity, by severing the bonds of prejudice, and by broadening horizons of learning. This pursuit of freedom and search for truth through learning is a privilege to be enjoyed by all who are prepared to undertake the quest with genuine seriousness of purposes. Accordingly, the Colleges of the District provide the youth and adults attending them a program of studies and activities leading to:

RESPONSIBLE CITIZENSHIP–The campuses seek to emphasize in their training for citizenship those elements which give strength and vitality to the concepts of a free and responsible citizen in a free and productive society.

OCCUPATIONAL COMPETENCE–The campuses offer preparation for occupational competence on two levels: for the student whose training will be complete at the College and for the student who will complete training at a four-year college or specialized training school.

ENRICHED PERSONAL LIVING–Since the individual lives not only as a citizen and worker, but also as a person, each College helps the student to extend knowledge of himself/herself, physical environment, and cultural heritage; to formulate goals and values compatible with the student's own abilities and to value creative experience as a means of self-realization.

VALUES

The Board of Trustees and staff of the Kern Community College District holds in trust its Colleges for the citizenry they are to serve. In doing so,

The following are valued:

- The teaching-learning process
- Individuals and high expectations for them
- Change and efforts to improve learning
- Student access while maintaining academic integrity
- Staff and student diversity
- A broadly-based systematic approach to decision-making
- Partnerships with the community

EDUCATIONAL GOALS FOR STUDENTS IN THE KERN COMMUNITY COLLEGE DISTRICT

AN APPRECIATION OF OUR NATIONAL HERITAGE–Education should bear the major responsibility for transmitting the ideals, concepts, and responsibilities of American democracy from generation to generation.

MORAL, ETHICAL, AND SPIRITUAL VALUES–Education should assist the individual to formulate and live by a pattern of high moral, ethical, and spiritual values.

KNOWLEDGE AND SKILLS–Education, using the best available techniques, should assist students to achieve an understanding of ever-widening fields of knowledge and to achieve competency in the fundamental skills of numbers, reading, writing, speaking and listening.

CULTURAL APPRECIATION–Education should provide opportunities for students to develop an appreciation of beauty in literature, music, and other art forms and to develop their capacity for creative expression.

CRITICAL THINKING–Education should promote growth in the fundamental processes of critical thinking which include inquiry, reasoning, and evaluation.

MENTAL AND PHYSICAL HEALTH–SOCIAL ECONOMIC COMPETENCY–Education should promote the development of mental and physical health and social and economic competency in each individual to the best of his/her potentialities.

ABILITIES FOR DECISION-MAKING–Education should help students become increasingly self-directive and promote continuing growth in ability to choose wise courses of action, accepting responsibility for such choices.

CALIFORNIA COMMUNITY COLLEGES
BOARD OF GOVERNORS'
BASIC AGENDA
1990-91

INTRODUCTION

As the California Community Colleges approach the twenty-first century, we are challenged to provide quality educational opportunities to the citizens of a state that is continually shifting its demography, economy, and culture.

California's rapid growth continues, with the state's population anticipated to increase by nearly one-fourth by the end of this century. As a result, community colleges are expected, in turn, to grow from their current enrollment of 1,400,000 students to nearly 2 million--an increase that is equivalent to filling 60 average-sized colleges.

More dramatic than the state's population increase, however, will be the changing composition of that population. Seven of every ten new Californians over the next decade will be Asian or Hispanic. Future demographic trends vividly illustrate expected changes in the labor force. Currently, half of all workers are white males. By contrast, less than one of every five new workers entering the labor force during the next decade will be white male. Those who will constitute the majority of new workers--women and minorities--traditionally have been underrepresented in postsecondary education. At the same time, rapid technological change demands an increasingly skilled labor force. Much of the growth in new jobs will take place in occupations that do not typically employ those who will comprise the bulk of the new work force. Moreover, most of the job growth will take place in occupations with skills that require some postsecondary education.

The role of California's community colleges in helping solve the mismatch between jobs and the labor force is significant. The 107 colleges not only educate, train, and retrain individuals for most of the new jobs, but also enroll more individuals from the groups that will make up most of the new workers than do other institutions of higher education.

Pressures on educational institutions, particularly the community colleges, to educate the future work force of the state are enormous. Community colleges are challenged by the need to continue to provide access to an increasingly diverse--and often underprepared--student body while maintaining excellence in undergraduate education. Major improvements in teaching and learning are required if community colleges are to prepare Californians to participate in an ever-more complex and multicultural society.

As they prepare to meet this challenge, the community colleges are evolving as a system whose basic mission is to provide California's citizens with programs in occupational and transfer education and in the mastery of basic skills and English as a second language. Recommendations by the Commission for the Review of the Master Plan and the Legislature's Joint Committee on the Master Plan, together with recent legislation, provide the Board of Governors, the Chancellor's Office, and the community colleges with important tools in their quest to carry out this mission. Reforms brought forward through matriculation (AB 3, Chapter 1467, Statutes of 1986), which addresses student recruitment, retention, transfer, and employment, and those initiated through AB 1725 (Chapter 973, Statutes of 1988), which are designed to improve the quality and accountability of faculty and administrators, are the most far-reaching of such changes for community colleges since adoption of the 1960 Master Plan for Higher Education. With the implementation of these reforms, which signal a renaissance in teaching and learning and which are strongly endorsed by the Board, the California Community Colleges are ready to pursue their most important objectives. Among them, the most immediate are:

ENSURE EDUCATIONAL QUALITY

It is essential that colleges offer educational programs and services that are of the right kind and of high quality. Students at all levels need to be challenged to perform to the best of their abilities. These goals can be achieved through increased efforts to: plan and design curricula and offer courses that provide maximum challenge for our students, strengthen standards of performance in the classroom, help students perform up to those standards through programs like matriculation, and be accountable for the results by continually evaluating the outcomes.

DEVELOP THE SYSTEM

The concept of an organized statewide system of community colleges is new to California, and the timing of its development is critical. Excellent progress has been made thus far in establishing the new system, and legislative support remains strong.

Related activities include:

- Reorganizing the staff of the Chancellor's Office, with quick resolution of salary issues.
- Strengthening the Consultation Process to enhance its effectiveness and credibility.
- Establishing accountability for results, at both the State and local levels.

- Maintaining and continuing, to the maximum degree possible, local authority and control in the administration of California's community colleges.
- Strengthening relationships with local boards of trustees and formalizing their role in the direct Consultation Process with the Board of Governors.

IMPLEMENT AB 3 AND AB 1725

The provisions of these two bills encompass the essentials of community college reform. This document describes specific ways in which those provisions are being implemented.

IMPROVE THE SYSTEM'S IMAGE

A comprehensive communications program is being developed to convey the role and the importance of the California Community Colleges as the state's third and newest system of public higher education, and as a full and equal partner with the University of California and the California State University.

ACCOMODATE GROWTH

The rapidly increasing demand for facilities and operating funds to accommodate growing enrollments calls for wise and prudent management of limited resources.

FOSTER DIVERSITY

The Board reaffirms its commitment throughout the *Basic Agenda* to student, faculty, and staff diversity, which both encompasses and enhances the concept of affirmative action. The Chancellor's Office will assume a leadership role in the implementation of affirmative action.

PROVIDE LEADERSHIP IN ECONOMIC DEVELOPMENT

The California Community Colleges should play a more significant role in strengthening the state's economic development. This involves training California's new workers for new jobs and new skills. It also involves working closely with business and industry to ensure that the new employees needed by these firms are well-prepared. Most observers predict a healthy California economy during the 1990's. This can happen only if the state's work force is properly educated.

This, the eighth *Basic Agenda* of the Board of Governors, identifies the Board's priorities for the California Community Colleges. It is organized under the topical categories of Academic Affairs, Student Services, Human Resources, Finance, and Administration.

ACADEMIC AFFAIRS

California's population is becoming more culturally diverse, older, and in need of increasingly more sophisticated education at the postsecondary level. These trends suggest that in the future community colleges will enroll more older students who tend to work, need child care, and want off-campus classes at flexible hours. Also, there will be more students who need instruction in English as a Second Language (ESL) and in basic skills; are low-income, needing financial aid; and are the first in their families to attend college, often requiring special services and encouragement. All students will need a better understanding of different cultures. Also growing is the need for a far better understanding of the peoples, cultures, and economies of other nations and of California's leadership role in international activities. Many students will enroll in a community college to gain the skills required for employment in jobs that are expected to be more complex than they are today.

Responding to these trends and the problems they imply requires a concerted effort on the part of the community college system, particularly on the part of those who are responsible for academic affairs. At present, California's 107 community colleges offer more than 300 different academic programs through more than 130,000 regularly scheduled classes, both on campus and at a variety of off-campus centers and outreach sites. Targeted priorities for Academic Affairs are found in the areas of transfer education, vocational education, educational standards, and ESL and basic skills.

TRANSFER EDUCATION

Evidence on transfer indicates that while community college transfer students generally perform well, Blacks, Hispanics, and Native Americans continue to be underrepresented in that group. And, although their numbers and rate have increased recently, the majority of students who transfer to the University of California come from a relatively small number of community colleges. Despite the provisions of the 1960 Master Plan regarding transfer from community colleges to the University of California and California State University, difficulties remain and should be addressed by guarantees and other explicit programs such as the Transfer Centers, Project ASSIST, CAN, and MESA.

Since the number of California high school graduates–the largest pool of potential transfer students–generally will decline until 1992, it is important that achievement of transfer goals be measured by the transfer *rate* (i.e., the number and performance of those who actually transfer, as compared to those who enroll in a transfer curriculum). This requires accurate identification of students' educational goals–major function of matriculation.

The Board of Governors recommends a number of specific steps to improved the transfer function:

- Intensify efforts to increase the number and success of underrepresented students in transfer programs.
- Define the general education transfer curriculum.
- Implement the guaranteed transfer provisions of the revised Master Plan.
- Extend the 2+2+2 concept of vocational education to all community colleges and into academic fields.

VOCATIONAL EDUCATION

While the state's economy is expected to remain strong, rapid technological change and a growing labor force mean that more future Californians will be marginally employed and in need of training and retraining. Most new jobs will be in service and communications industries and in occupations that already exist. However, as noted above, the skills required for these jobs are becoming more complex. The proportion of jobs requiring some form of postsecondary education will increase from one-half to three-fourths during the 1990's.

Vocational education programs in community colleges will enroll more students with language and other special needs. The fact that more students will be seeking retraining suggests the need for a flexible and, possibly, broader vocational curriculum. Even familiar jobs will require different skills, typically of a communications and information-processing nature and, also typically, at a more sophisticated level.

To help vocational education programs meet these challenges, the Board of Governors proposes to:

- Extend 2+2 programs to all community colleges.
- Reaffirm its strong support of vocational education, which is equal in importance to transfer education.
- Make vocational education programs more relevant and effective in preparing students for employment.
- Update the vocational curriculum by incorporating modern industrial techniques.

- Tie vocational courses to both immediate and long-term labor-market requirements.
- Increase the number and success of underrepresented students in vocational education programs.

EDUCATIONAL STANDARDS

Of the many dramatic changes taking place in community colleges, reforms dealing with transfer and articulation have tended to focus attention on course standards and prerequisites, program improvement, and distinctions between degree-applicable and non-degree-applicable courses.

Besides upgrading standards of performance, the content of instructional programs must reflect the character of the new students and their future role in a California that will be oriented much more toward Pacific Rim and general international concerns.

To improve the quality of academic offerings, the Board of Governors suggests that the community colleges:

- Maintain and improve the quality of instruction to promote excellence in the classroom, in both teaching and learning.
- Improve the retention of underrepresented students through instruction and student services.
- Internationalize the curriculum.
- Expand the cultural pluralism aspects of community college courses.

ESL AND BASIC SKILLS

Adult literacy and productivity are major and growing concerns in the state. While estimates vary, depending on how illiteracy is defined, it appears that at least one in five California adults is functionally illiterate. If immigration patterns and trends in high school dropout rates continue, it is possible that California adults in general will be less proficient in English and basic skills in the future than they have been in the past. And, frequently, individuals displaced from their jobs because of economic or technological change have difficulty in their attempts to retrain for another occupation because they lack basic language and computational skills, even though they are functionally literate.

Economic and demographic trends, together with the open admissions policy of California's community colleges (admission of all adults who can profit from instruction), suggest that the colleges will enroll increasing numbers of high school graduates who have not acquired the skills necessary for collegiate work, young adults who dropped out of high school before acquiring such skills, and older adults who lack the basic skills they need to undertake college work that prepares them for jobs or for making other positive contributions to the community.

Proposed initiatives by the Board of Governors in these areas are to:

- Reaffirm the Board's strong support of programs in English as a Second Language (ESL) and basic skills, which are essential to the community college mission.
- Develop a consistent and comprehensive curriculum for ESL.
- Establish a consistent and comprehensive precollegiate basic skills curriculum, with a scope and rigor that appropriately parallels the degree-credit curriculum.
- Offer more ESL and basic skills courses.
- Recognize ESL as a unique discipline, separate from English, Speech and other academic disciplines.

STUDENT SERVICES

During the past two decades, an increasingly diverse student population has required expanding and diversifying student services provided by community colleges. While these services are designed to support students in their efforts to be successful in the classroom, there is concern that they are not adequately linked with instruction. Moreover, it appears that certain services have not been provided consistently nor adequately funded throughout the system.

Community colleges are commuter institutions and, in the case of California, four of every five students work, either full-or-part-time. Many students also are parents who need child care. Trends noted above suggest that more future community college students will face a schedule in which they will be commuting between home, work, child care, and college--thereby, having limited time on campus. And, more students will be from low-income backgrounds--needing financial aid--and more will be inadequately prepared--needing assessment of their skills, counseling, referral to the proper level of instruction, and follow-up.

Given these conditions, if the colleges are to ensure educational quality, it is imperative that student support services be delivered in an effective and sensitive fashion. To do so, the Board proposes that colleges:

- Implement all components of the matriculation program to improve the retention of students and facilitate the completion of their educational goals.
- Assure ease of application and adequate funding for student financial aid.
- Develop strategies to establish and maintain productive working relationships between student services personnel and instructional faculty.
- Identify and disseminate effective strategies for recruiting, retaining, and transferring underrepresented students.

HUMAN RESOURCES

Four-fifths of the resources that community colleges invest in the task of educating students are human resources. Over 65,000 individuals are employed by the colleges on annual payrolls that total more than $1.4 billion. The quality and care of these resources are of primary importance to efforts by the colleges to effectively accomplish their mission.

The Board of Governors and Chancellor's Office must assume a greater leadership role in the area of faculty and staff employment, traditionally a local matter, and work cooperatively with the colleges to solve existing and anticipated future problems. A variety of specific steps are indicated for improving and nurturing the colleges' human resources in the areas of staffing, diversity, and quality.

STAFFING

One-fourth of all full-time community college faculty are eligible to retire and are likely to do so within the next five years. During the next decade--because of retirements, enrollment growth, and provisions of AB 1725--as many as 15,000 new full-time faculty will be needed. Many part-time faculty who have taught regularly will be retiring as well.

To secure the needed staff, the system must:

- Enhance the recognition and status of community college faculty.
- Attract qualified faculty from the ranks of business and industry.

DIVERSITY

The need to replace faculty presents community colleges with the opportunity to begin correcting the ethnic, gender, and disability imbalance that exists between faculty (approximately 17% minority, 41% female, 1% disabled) and the available pool of potential faculty (estimated at 25% minority, 50% female, 5% disabled). Retirement of faculty in low-demand areas should enable colleges to redirect resources to high-demand programs. However, finding qualified faculty, particularly in certain growth disciplines like business and computer science, will be difficult. Steps need to be taken early on to identify and motivate students who are potential teachers. Foremost among such steps the system should:

- Develop creative incentives to attract and retain faculty and staff from underrepresented groups.
- Identify potential teachers early and utilize methods for motivating those from underrepresented groups to enter the teaching profession.
- Develop effective programs for recruiting underrepresented faculty from within California and out of state.
- Encourage chief executive officers to assert leadership in affirmative action and hold them accountable.
- Encourage the development and use of incentives by community colleges to achieve diversity.

QUALITY

Faculty teaching loads are higher in California's community colleges than in those in other states. And, unlike those in most other institutions of higher education, community college faculty assignments do not provide for the departmental research that leads to improved teaching methods. The majority of part-time and many full-time faculty also hold other jobs off campus. Few have had training in pedagogy. Despite initial State funding for staff development, few resources are being devoted to this effort, and certainly far less than have been recommended by the Berman-Weiler study conducted for the California Postsecondary Education Commission.

To address these problems while additional funding is sought, the Board of Governors recommends that colleges:

- Complete the implementation of minimum qualifications for hiring faculty.
- Implement faculty and staff development programs to improve the skills of college personnel.
- Encourage the Academic Senate and students (student government) to assume leadership roles in governance so as to improve instruction and student services.
- Maintain high standards of instructional quality as the goals of diversity are implemented.

FINANCE

The demand for community college education is increasing more rapidly than is California's adult population, the measure that is used to limit or cap growth in the colleges' funding. In recent years, this funding cap has held the system's expansion to less than the actual growth in the adult population and has destabilized district funding. Consequently, colleges cannot respond quickly to rapid growth in special populations, improve access for the underrepresented, or plan effectively. Fifty districts currently exceed their cap (i.e., enroll more students than the number for which they are reimbursed).

Estimates of future enrollment indicate that the system is expected to add nearly 600,000 students over the next 15 years--students who would fill the equivalent of nearly 60 averaged-sized community colleges. While new facilities will be needed, existing facilities are aging and the amount of deferred maintenance is increasing at nearly every campus. Much of the instructional equipment has become obsolete because of the changing technological skills being taught at the colleges.

Use of a single funding rate per Average Daily Attendance (ADA) continues to ignore substantial differences that exist in the cost of programs. Funding for certain credit and noncredit courses appears to be less than that needed for effective instruction. Since 1980, the level of (price-adjusted) resources that community colleges have to educate their students has declined by 3 percent.

Proposition 98 (1988) allocates a fixed percentage of the State General Fund to the community colleges and K-12, and provides that a portion of any taxpayer refund forthcoming from the *Gann Limit* will be allocated to the community colleges and K-12. This constitutional provision, as recently modified by Proposition 111 (1990), makes it likely that the guarantee of General Fund revenues to the California Community Colleges--just over 4 percent--and to K-12 will increase over the next decade. In general, the programmatic and expenditure needs of the California Community Colleges must be reconciled with that guarantee.

Short-and-long-term fiscal planning by districts is made difficult by the growth cap, funding mechanisms, and uncertainty about future enrollments. These factors, along with the fact that no single agent is responsible for assuring the State a reasonable return on its investment in student learning at community colleges, have resulted in a number of districts encountering fiscal difficulties. Without major changes, districts can be expected to encounter similar difficulties in the future.

Dealing with the projected growth in community college enrollments in an environment of fiscal constraints (like the ADA growth cap) and limited resources requires the Board of Governors and local colleges to plan carefully and to endorse the following policies in the area of finance:

- Increase the productive use of State funds and demonstrate accountability for their use in district budgets through the following initiatives:
    - Simplify the proposed program-based funding system and include measures of productivity when it is implemented.
    - Recognize the responsibility of local districts to achieve campus-based outcomes called for in the *Basic Agenda*.
    - Maximize opportunities to utilize existing resources within the system.
    - Articulate community college needs for additional funding in more effective ways.

- Complete and implement a long-range plan for capital construction in community colleges:
    - Provide for new facilities in the colleges.
    - Complete those campuses that lack adequate support facilities.
    - Consider child care and parking as priorities in college capital outlay.
    - Develop a capital construction plan for the Chancellor's Office.
- Consider both the growth of California's changing student population and the need for facilities to accommodate that growth when developing the system's budget. Plans for growth should be coordinated with the other segments of higher education.
- Consider alternate budget mechanisms to the cap.
- Continue to advocate for resources at the State level, with the support of local trustees.
- Seek additional funding in areas of identified need and in areas where existing resources are being utilized to the fullest extent possible.

ADMINISTRATION

The Commission for the Review of the Master Plan for Higher Education recommended in 1987 that the Board of Governors be expanded and strengthened to provide leadership for a *statewide system* of community colleges. Resulting reforms in AB 1725 and the major demographic shifts within California underscore the need for community colleges to become equal partners with the University of California and the California State University in the State's tripartite system of public higher education and for the Board of Governors to assume a key role in this change.

California's community college system is unique among institutions of higher education in its reliance on the concept of shared governance and management. The expanded leadership role of the Board of Governors does not diminish the need for strong local governance and management. Rather, these are enhanced. For instance, while the Board, upon the advice of The Academic Senate for California Community Colleges, is adopting lists of teaching disciples and minimum qualifications to be used in hiring faculty, local board of trustees and their staffs carry out the actual hiring--as they have in the past. However, faculty and other local staff will assume new and expanded roles. In many ways, reform has charged local officials and staff with greater responsibilities for their work than ever before.

The Board of Governors is developing policy on accountability measures, including procedures for evaluating the overall performance of community colleges, examining program effectiveness, and ensuring fiscal accountability. AB 1725 specifically calls for an educational and fiscal accountability system and for Board review and approval of district master plans.

Effective communication is basic to the Board's leadership role. In a system as large and complex as the California Community Colleges, this is a difficult task: It requires the Board of Governors and the Chancellor's Office to secure the confidence and mutual understanding of State and federal agencies on the one hand, and of community college districts on the other.

Efforts to develop the community colleges as a system require that the Board and Chancellor consult extensively with the colleges, provide them with strong leadership and support, and speak and act vigorously on their behalf. In accomplishing this, the Board of Governors proposes to:

- Ensure effective planning and accountability in all parts of the community college system through the following initiatives:
    - Implement fully the systemwide Management Information System.
    - Complete the reorganization of the Chancellor's Office.
    - Complete the study of collective bargaining when funding becomes available, as provided in AB 1725.
    - Promote the California Community Colleges as a system of quality higher education.

- Work cooperatively through the system's Consultation Process and, specifically:
    - Strengthen the Board's relationship with local board of trustees and formalize their role in the Consultation Process.
    - Strengthen the role of the Academic Senate and the role of students (student governments) in appropriate areas of community college governance.
- Improve the *image* of community colleges and, specifically:
    - Conduct a major public information campaign on behalf of community colleges.
    - Strengthen communication throughout all parts of the system.
- Clarify the significant role of The Community College Foundation in the areas of public relations and fund raising to support community colleges:
    - Use The Community College Foundation primarily to raise private sector contributions for the system.
    - Appoint members to the Board of The Community College Foundation.
    - Develop a long-range plan for The Community College Foundation.

CONCLUSIONS

Complex changes affecting California's demography, economy, and culture over the next decade pose enormous challenges for the state's educational institutions--particularly its community colleges. Because of their unique mission, it is the community colleges that must bear most of the burden for educating and training Californians to participate in a more technologically sophisticated and culturally diverse society.

The community colleges have a tradition of providing Californians with access to quality postsecondary education. Implementation of recent reform legislation and acquisition of adequate operating and capital funding are essential if the college are to carry out the many initiatives proposed in this *Basic Agenda* and, thereby, assume their proper and significant role in the development of California and the nation.

BAKERSFIELD COLLEGE
STATEMENT OF MISSION

(TAKEN FROM 1990-91 CATALOG)

Bakersfield College, widely known for its excellent instruction and superior curriculum, is an open-door institution dedicated to meeting the educational needs of this community with high standards and flexibility toward program development. In keeping with the California Master Plan for Higher Education, Bakersfield College serves statewide mandates while meeting local needs. These local needs create an important role for the College in its community. First, the city and its environs are geographically isolated making commuting to comparable institutions impractical. Second, Bakersfield College is one of only two institutions in the area offering higher and postsecondary education. Finally, the community Bakersfield College serves is one of the most rapidly expanding in California; local businesses are becoming more technologically advanced, requiring highly trained personnel.

The mission of Bakersfield College is to serve this community by providing the following:

(1) A strong and diverse transfer program providing an important transition between local high school and upper division work at four-year colleges and universities

(2) A highly developed vocational and technical curriculum serving business and industry by providing well-trained personnel in a rapidly expanding community with minimal alternative training opportunities

(3) A General Educational program designed to provide the essential base for degree programs; to broaden knowledge, skills and attitudes; to develop analytical ability and critical thinking; and to foster interest in life-long learning in the educational, scientific and cultural fields essential for effective participation in a complex society

(4) A significant remedial and developmental program to serve the needs of a diverse student population and enhance their ability to make useful contributions to society

(5) A broad and flexible continuing education program to assist adults to retrain, maintain competencies, develop themselves as individuals and adapt to an increasingly complex society

(6) A community services program supporting the personal developmental, recreational, and cultural interests and needs of the community

(7) A wide range of student services to assess, guide and support students

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Fundamental to these statements is the belief that education should be self-directed, lifetime learning that benefits both the individual and society.

It is essential that first priority be given to transfer, associate-level and certificate programs in liberal arts, science, and vocational-technical education. The curriculum necessarily must include a strong and supportive General Education program as well as developmental education so that students can advance to college-level work within a reasonable time.

Second, priority, shall be given to adult continuing education necessary to the social, cultural, and economic well-being of the community.

Third priority, shall be given to clearly remedial and basic skills adult education beyond that noted above, and fourth priority to programs/classes which are avocational or recreational in nature.

Student services and learning resources must be provided which are sufficient to serve the needs of the students in achieving their goals in accordance with the priorities indicated above. A strong and broad assessment and guidance program is essential and integral to the priorities indicated.

Community Services remain a priority within the means provided by state funds and community support. Community Service offerings may include many avocational and recreational activities as well as community and cultural events and civic center functions.

CERRO COSO COMMUNITY COLLEGE
STATEMENT OF MISSION

(Taken from 1989-91 Catalog)

PHILOSOPHY

Cerro Coso Community College is devoted to serving the comprehensive needs of its students and its communities with educational programs of quality and excellence. It is dedicated to the worth and dignity of all individuals. It endeavors to be responsive to the interest, aspirations and capabilities of students while encouraging them to continue to develop as useful, contributing members of society. The College likewise invites students to participate in making decisions which concern its programs and policies. It views education as a process which helps people to develop intellectually, emotionally, aesthetically, socially and physically; and it recognizes education as a continuing experience without bounds of age or place.

GOALS

(1) To provide educational opportunity for all eligible persons, regardless of their socio-economic level, degree of aspiration, creed, sex, race, color, age or ancestry.

(2) To provide a responsive learning environment and educational programs that meet the needs of the community and students.

(3) To provide an atmosphere of academic quality which encourages a commitment to learning as a life-long process.

(4) To provide supportive and knowledgeable counseling and guidance to students.

(5) To enhance student growth through the use of the latest methods of instructional technology.

(6) To promote democratic ideals and human values that encourage responsible citizenship.

FUNCTIONS

The functions of Cerro Coso Community College are to provide:

(1) Counseling and guidance services to help students adopt and achieve realistic educational, occupational and personal objectives.

(2) A two-year university parallel, transfer program designed to enable qualified students to enter the four-year colleges and universities as upper-division students.

(3) Occupational career programs that will help students develop skills, attitudes and knowledge necessary for immediate employment and the opportunity for updating and redeveloping skills.

(4) A general education program in humanities, social sciences, natural sciences and learning skills that will encourage the development of critical thinking, appreciation of mankind's cultural heritage and a sufficient understanding of political, social, physical and ecological environments for students to achieve the flexibility needed to live successfully in a changing world.

(5) A developmental program which helps students to achieve the entry level skills that are needed for successful work in academic studies.

(6) A program of adult education with varied learning experiences appropriate to the needs and interest of the communities served by the College.

(7) A community services program which supplements the curricular offerings and enriches the life of the community through such planned programs as lectures, seminars, concerts, gallery exhibits and other activities of benefit to the community at large.

PORTERVILLE COLLEGE STATEMENT OF MISSION

(TAKEN FROM 1990-91 CATALOG)

Porterville College, a public community college, is committed to an educational process to enhance the personal worth and intellectual potential of all students by assisting each student to develop the skills necessary to achieve personal goals and acquire the knowledge and attitudes essential for a self-fulfilling, satisfying life.

Enrollment at Porterville College is open to any individual capable of profiting from instruction--any high school graduate, any person eighteen years of age or older, or any individual eligible through advanced placement. Each enrollee is evaluated to determine readiness to learn and placed in classes or programs appropriate to his/her level of academic preparation and knowledge. The College is also committed to providing instructional programs and facilities consistent and appropriate for the interests, and educational needs of all who attend.

The special nature of this small College, located in a rural community, is expressed in the awareness by the staff of the significant diversity of needs and interests to be found among the students at the College and in the service community. Within a framework of academic freedom, the professional staff provides educational services designed to achieve scholarly and academic quality. All those in the College community work together toward fulfilling the general College goals as listed.

GOALS

(1) To offer each student a comprehensive education designed to develop academic, social, occupational, and physical health skills for a productive and meaningful life

(2) To encourage intellectual growth and a lifelong habit of self-directed study and analytical evaluation

(3) To foster personal and social concern for all mankind

(4) To help the student grow in appreciation of and sensitivity to the arts by developing understanding and enjoyment of literature, art, music, and other cultural activities

(5) To provide a learning environment within which life-directing, personal decisions may be made to bring fulfillment to the student

(6) To provide services to meet individual student needs, assess abilities, goals and values for achieving full personal potential

(7) To promote an atmosphere at this College which encourages trust, positive human relations, and mutual respect among students and staff

(8) To provide appropriate physical facilities and a well-qualified, professional staff

EDUCATIONAL SERVICES

In keeping with the philosophy and general goals of the College, essential educational services are as follows:

(1) Lower-division courses and programs for students planning to transfer to a four-year college or university

(2) Occupational training programs to train, retrain, and upgrade workers in technical areas

(3) Developmental education (basic skills) assistance for students who lack the skills essential for successful completion of their college education

(4) Student services to meet the needs of the individual, including assistance in the selection of a vocation, choice of learning activities, and ways of dealing with personal concerns and interpersonal relationships

(5) Lifelong learning opportunities for individuals of all ages pursuing a variety of personal educational goals

(6) Community education short courses, workshops, and seminars which meet community needs not otherwise met by the regular credit program

(7) Special education courses for the developmentally disabled and the aged

OBJECTIVES

Porterville College continually examines its programs and facilities to meet the requirements of a steadily changing student population. In keeping with the College philosophy and general goals, the following institutional objectives are carried out within each function as noted.

OBJECTIVES (continued)

INSTRUCTION

With a commitment to learning through instruction, the College provides:

(1) The first two years of College education in the general education breadth requirements for universities and colleges

(2) The lower-division requirements in most disciplines for those students planning to receive a certificate

(3) Technical-vocational education to develop or improve skills and/or retrain individuals for new jobs

(4) These programs may lead to an Associate in Arts or Associate in Science degree or certificate

GENERAL EDUCATION

The College offers to the student who wishes to complete an associate degree an integrated program of general education to become a productive member of society well versed in:

- Understanding oneself and other human beings
- Other cultures, heritages, and lifestyles
- The physical environment
- The social sciences
- The behavioral sciences
- The methods and skills of mathematics/science
- Philosophic ideas
- Aesthetic values
- Ethical and moral values

BASIC SKILLS

The College provides one year of preparatory remedial courses as may be required to correct educational deficiencies of students in the basic skills of:

- Reading
- Writing
- Arithmetic
- Communications
- Personal and career awareness

OBJECTIVE (continued)

DEVELOPMENTAL SKILLS

The College provides classes to help students develop skills in:

- Working effectively with other people
- Managing and protecting the environment
- Working effectively with machines and information technology
- Communicating effectively
- Earning a living
- Participating in creative activities
- Enhancing the quality of the family and the home environment
- Keeping physically fit

STUDENT SERVICES

The student services program is designed to aid students in meeting personal and social needs by providing:

- A system of recruitment that attracts students from the College service area
- A system of registration that facilitates enrollment
- Effective articulation with secondary schools and four-year colleges and universities
- Educational, career, and peer-advising/counseling
- Diagnostic testing services
- A student affairs program that encourages student participation in College governance
- Financial aid and scholarships

KERN COMMUNITY COLLEGE DISTRICT
1990-91 GOALS

The mission of the Kern Community College District is to provide quality, accessible higher education for those citizens who will benefit from instruction. To accomplish this mission, staff are involved through shared governance to ensure that transfer, vocational, developmental and community service programs are of highest quality and that the District operates effectively and efficiently in providing support services.

QUALITY INSTRUCTION

(1) Continue to upgrade the libraries at each campus.

(2) Refine recruitment plans to attract highly qualified faculty to meet the spirit and intent of staff diversity.

(3) Improve articulation between member Colleges and feeder high schools and four-year institutions.

(4) Support staff development activities.

(5) Establish tenure and faculty evaluation procedures for certificated staff which meet the requirements of Assembly Bill 1725.

(6) Continue to analyze average daily attendance (ADA) targets for each campus and the allocation of general funds to the Colleges.

(7) Implement a minority student mentoring program to encourage students to become community college faculty members.

STUDENT ACCESS

(1) Continue planning for acquiring a site in the Southwest portion of Bakersfield for transfer of the educational programs of the Weill Institute and for the relocation of District administrative services .

(2) Complete a feasibility study for providing community college educational services in Inyo County. Assist both Inyo and Mono Counties in their efforts to acquire permanent community college services.

EFFECTIVE AND EFFICIENT OPERATION

(1) Continue discussion about working relationships among and between the District Office and the Colleges.

(2) Complete capital projects on-time and within budget. Identify and prioritize locally funded deferred-maintenance projects.

(3) Continue the emphasis on safety, emergency procedures and the removal of hazardous material.

(4) Analyze the purchasing-inventory system of the District for possible modification.

(5) Continue to refine the budget development process with respect to comprehensive planning.

(6) Reorganize and update the District Board Policy Manual.

(7) Negotiate contracts with certificated and classified personnel.

(8) Reorganize the personnel-payroll system.

(9) Analyze investments and expenditures related to the Certificates of Participation for capital outlay projects to ensure maximum return on the investment.

RELATIONSHIP BETWEEN THE STATE PRIORITIES AND THE DISTRICT GOALS

1990-91

In looking at the goals for the Kern Community College District in relationship to the California Community Colleges Board of Governors' 1990-91 Basic Agenda, it is evident that the goals of the District clearly match the goals in the Board of Governors' plan.

The following are but a few of the high priority activities, which are a match between state and local goals:

- continued instructional planning and review
- affirmative action for staff and students
- development of a full matriculation program
- continuing the comprehensive master planning effort
- participation in the consultation process in improving governance
- pursuing efforts to stabilize funding and to secure additional funding from private sources
- articulation with local educational agencies, particularly high schools and California State College, Bakersfield and four-year institutions
- greater emphasis on staff development
- completion of the implementation of requirements of Assembly Bill 1725, including minimum qualifications for hiring faculty, tenture provisions and faculty evaluation procedures
- completion of capital outlay projects and deferred-maintenance projects

BAKERSFIELD COLLEGE INSTITUTIONAL GOALS 1990-91

(1) Create a comprehensive five-year maintenance plan to address existing renovation and repair needs on the main campus.

(2) Seek to expand and develop educational programs in the areas of reading, mathematics, and writing. This includes adding new staff as well as remodeling the facility in the Learning Center.

(3) Develop a comprehensive master plan for technical programs including staffing, facilities, and equipment requirements. The initial period is to be 1991-1996.

(4) Improve the quality of custodial and grounds care on all campus facilities. Work closely with Division Chairs and building coordinators to set expectation for custodial and grounds crews.

(5) Continue to refine the Budget and Program Review Committee along with College master plan efforts. This includes the development of operating principles for the Budget and Program Review Committee.

(6) Develop and apply a model of program evaluation that includes curricular review, staffing, facility requirements, cost parameters, and student outcomes. Initial programs to be reviewed include broadcasting, computer science, human services, and electronics.

(7) Develop an agreement with the Academic Senate on AB 1725 issues including--but not limited to--hiring policies, affirmative action, and retreat rights for administrators.

(8) Prepare PPG's for submission to the Chancellor's Office on the following facilities: Library, Allied Health Building, and Child Care Center for the main campus. Also, update the PPG's for the Southwest Campus.

(9) Develop an endowment to help support students in the Kern High School District's Project 2000 so that Bakersfield College would be in a position to fund these students' tuition and fees through an Associate degree. During this year the College President would expect to make two contacts with major foundations to secure a portion of the $1.7 million anticipated to fund this endowment.

(10) Complete a study and construct an application for a State-funded center for applied and competitive technologies.

BAKERSFIELD COLLEGE
LONG-RANGE PLAN
1990-95

Given the assumptions concerning the future and major obstacles faced by the College, the College sees the following as its goals, values, and objectives for 1990-95:

ACADEMIC PROGRAMS

GOAL ONE

Develop strong academic programs that both satisfy students' needs and meet state guidelines, industry, four-year college and university requirements, and community needs.

Value

A curriculum that both responds to the needs of students and is guided by clear goals should be the core of a community college education.

Objective 1	Annually assess the core curriculum required for the associate of arts/associate of science degree to ensure that the degree will have continued applicability to the community.
Objective 2	Annually fully utilize established representative groups, particularly Division Chairs, Curriculum Committee, and Budget and Program Review Committee, in the program planning and review process. Strengthen the relationship of program review and budgeting.
Objective 3	Annually review curriculum according to the three-year cycle established by Title 5.
Objective 4	Annually maintain applicability of transfer core curriculum to CSU and UC general education requirements.
Objective 5	Annually maintain transferability of major College curricula to California public and private four-year colleges and universities.
Objective 6	Develop a curriculum which will provide computer literacy for all students seeking the associate of arts and bachelor of arts degrees.
Objective 7	Annually provide wellness and physical fitness experiences for students and the community in order to increase the physiological quality of their lives.

Academic Programs (continued)

Objective 8	Gradually implement plans to utilize community-based advisory committees for a wide variety of transfer programs.
Objective 9	Using a program review model over a three-year period, evaluate all College programs and as a result of this continuous review process, add, modify and, where appropriate, delete programs.
Objective 10	By September 1992 restudy the objective of a community service program of classes, lectures, concerts and tours which are both responsive to community needs and are financially self-supporting.

INSTRUCTIONAL INNOVATION

GOAL TWO

Encourage both non-traditional methods of instruction and enhanced quality in delivering instruction by traditional methods.

Value

Excellence in teaching is essential to the vitality of the College. Flexibility, diversity and responsible risk taking by instructional staff enhance the learning options for students.

Objective 1	Complete development of a faculty evaluation system whose primary purpose is the improvement of classroom instruction.
Objective 2	By September 1991 fully implement evaluation changes required by Assembly Bill 1725, including tenure review and peer evaluation provisions.
Objective 3	Gradually increase utilization of the computer as an instructional delivery tool in College classes.
Objective 4	Annually incorporate and contribute to instructional innovative projects being carried on by the League for Innovation.

Instructional Innovation (continued)

Objective 5 Develop one or more user groups to enhance use of classroom media and non-traditional methods of instructional delivery.

Objective 6 Prepare a study and planning document for budgetary purposes dealing with the current status of classroom media, distance learning and mediated instruction, along with an evaluation of perceived needs in these areas.

UNDERPREPARED STUDENT PROGRAMS

GOAL THREE

Strengthen the College's capacity to provide instruction and student support services to non-traditional, underprepared and disabled students.

Value

Bakersfield College is dedicated to providing students the support they need to succeed; it is committed to maintaining a barrier free environment in providing services and courses to enable students to overcome social and educational barriers.

Objective 1 Continue to refine a system which enables the College to assess the skill development and properly places underprepared students in areas of writing, reading, and mathematics.

Objective 2 Continue development of an adequately staffed and equipped Basic Skills Center on the main campus with a satellite operation in the Delano Center, with both centers able to respond to the needs of underprepared students in areas of writing, reading, and mathematics.

LIBRARY

GOAL FOUR

Bring into operation a library system responsive to student needs.

Value

The primary function of the library is to serve instruction by providing staff and students with adequate and readily accessible information stored in books and other library resources.

Objective 1	Annually build a budget which will permit the library to acquire the core collection essential to support instruction, specialized materials needed by students for research on the lower-division level and other resources which facilitate and enrich course work in subjects not covered by specific classroom instruction.
Objective 2	Develop methods of obtaining automated cataloging information and converting to an on-line system, and of obtaining electronically, information needed to draw on the resources of other libraries through the use of OCLC (On-line Computer Library Center) or a similar system.
Objective 3	Move aggressively toward an automated library information and circulation system servicing the needs of students and staff.

VOCATIONAL INSTRUCTION

GOAL FIVE

Provide vocational instruction which meets the skill needs of local business and the employability needs of students.

Value

Career programs should be designed to prepare students not only to get a job, but to excel in their careers.

Objective 1	By 1993 the College will have in place an updated competency-based vocational curriculum.
Objective 2	Annually utilize the vocational education funds to provide the personnel, equipment and staff training necessary to meet the employment skills needed in Kern County.

Vocational Instruction (continued)

Objective 3 Between 1989-1992 provide return to industry and professional training opportunities for vocational education staff to update them on skills needed by students in the job market of the 2000's.

Objective 4 Annually cooperate with the Re-Entry Resource Center in providing training and support for laid-off workers who are retraining for new job market needs.

Objective 5 Continue to develop active functioning advisory committees in vocational curricula of certificate programs.

Objective 6 Annually assess the vocational training needs of the College service area by maintaining contacts with business and industry through visits to work sites, training needs surveys, solicitation of advisory committee recommendations, and other means as appropriate.

Objective 7 By September 1991 implement a comprehensive vocational training follow-up program which provides data required by the State and for responsive College decisions.

Objective 8 Annually establish, revise or eliminate vocational programs so that community needs are met responsively and rapidly.

ECONOMIC DEVELOPMENT

GOAL SIX

Play a leadership role in the economic development of Kern County through appropriate instructional services.

Value

Partnership with employers make it possible for citizens of all ages to cope with the rapidly changing world of work and for employers to survive in an increasingly competitive environment.

Economic Development (continued)

Objective 1 Annually provide needed contract education services to businesses and government agencies in Kern County through the Center for Business, Industry, and Government (CBIG.)

Objective 2 Annually provide leadership in development of Kern County small businesses in cooperation with Small Business Administration.

Objective 3 By Fall 1991 have institutional representatives on and take a leadership role in the decision-making process of the Kern Board of Trade, the Kern Economic Development Council and the Bakersfield Chamber of Commerce.

Objective 4 Develop a plan with the organizations listed above which enables the College to respond quickly to the training needs of existing businesses or new businesses entering Kern County.

STAFFING

GOAL SEVEN

Seek and maintain a well-qualified staff.

Value

The staff of a college is its single greatest resource. It is through the careful selection and continuous renewal of staff that the future of the community college will be built. (Source: **Building Communities**, pages 2-13)

Objective 1 Continue implementing the ten-year plan for faculty recruitment which will:

- Reflect the faculty retirements which are projected at 100 during the next ten years;
- Examine enrollment trends and projections for the next ten years;
- Incorporate a replacement strategy based on January 15 retirement announcements and early advertisements;

Staffing (continued)

- Take into account part-time as well as full-time needs;
- Utilize financial support provided and meet program improvement requirements of Assembly Bill 1725.

Objective 2 Through the Affirmative Action Committee the College will continue development of a ten-year affirmative action plan which will:

- Increase numbers and percentages of women and minorities in faculty positions where they are have been historically underrepresented;
- Increase numbers and percentages of women and minorities in administrative and upper-level classified positions;
- Utilize information and financial support and meet requirements of Assembly Bill 1725.

STAFF DEVELOPMENT

GOAL EIGHT

Engage in continuous professional development of the College staff.

Value

The staff of a college is its single greatest resource. It is through the careful selection and continuous renewal of staff that the future of the community college will be built. (Source: **Building Communities**, pages 2-13)

Objective 1 Through the Staff Development Coordinating Council, by September 1991 implement a three-year professional development plan, which meets the needs of all experienced and new staff members, and whose outcomes will be:

- More effective instruction;
- Increased staff concern with retaining students;
- Lessened or elimination of burn-out;
- Increased staff morale;
- Faster integration of new faculty/classified staff into the mainstream;
- Greater use of faculty in a mentoring role;
- Extensive in-service training and support for part-time, adjunct staff.

Objective 2 — By 1994 the College will be spending two percent of its total operating budget on staff development, exclusive of sabbaticals.

Objective 3 — Annually encourage and, where feasible, financially support staff to participate in off-campus experiences which infuse ideas, such as sabbaticals and staff exchanges (such as those provided by the Community College Exchange Program).

Objective 4 — Continue investigation of a program for recognizing certificated and classified staff on a semester basis.

INFORMATION TECHNOLOGY

GOAL NINE

Fully utilize information technology to more effectively respond to the changing community educational needs and increase its capacity to provide relevant, cost-effective instructional support materials to meet the needs of students.

Value

Information technology should be used as a means, not an end, to instructional support, improving student retention, encouraging innovation, and rational administrative allocation of space resources.

Objective 1 — By May 31 of each academic year, the Information Services Policy Committee will have defined information services goals for the following year; for the next five years these goals will focus on implementation of the A.T.S. recommendation.

Objective 2 — By 1995 access to computers will be significantly improved for all staff and students. This access will be achieved in the following ways.

- A new mainframe computer and the appropriate software will be installed at Bakersfield College by Fall 1990.
- Approximately 40 workstations will be acquired annually so that by 1994 at least 200 microcomputers will have been purchased for staff and student use.
- Access to mainframe, minicomputer and microcomputer software and peripheral equipment will be enhanced through networking. At least 80 percent of the campus will be networked by 1995.

Information Technology (continued)

Objective 3 Application of computer technology will be increased significantly by 1994 in the following ways:

- A computer-assisted instruction (CAI) software budget will be established and maintained annually at an adequate level.
- By May 1991 at least one classroom in most buildings will be equipped with state-of-the-art computer display equipment.
- A sophisticated integrated test generation/class management software package will be either purchased or written in-house, and will be available for widespread campus use by 1995.

Objective 4 By 1995 a management information system will have been implemented which will include the following elements:

- Information necessary to determine the proper mix of class offerings within current financial constraints.
- An electronic mail capability for the improvement of communication between College personnel.
- Components which will permit interactive budget development and monitoring, on-line calendaring and facilities scheduling, on-line curriculum development, on-line scheduling and assignments, inventory control and list management.

Objective 5 By May of each year a plan will have been developed for the next academic year the purpose of which is to provide training opportunities for staff in the utilization of computers.

Objective 6 The Budget and Program Review Committee, utilizing the College Long-Range Plan and the departmental tactical plans, will prioritize all instructional equipment monies.

Objective 7 The College will actively seek funding for instructional and student support programs through sources outside regular state funding. A grantswriter/administrator support group will be set up during 1990-91.

MARKETING

GOAL TEN

Through a variety of marketing approaches, strengthen the College's capacity to attract students.

Value

Bakersfield College is committed to an open-door policy, which means providing educational opportunities to all members of the community.

Objective 1	Annually increase student enrollment at a minimum up to the cap limit established by the State.
Objective 2	Each year target specific markets and contact potential students in these markets by personal contact, advertisements and mail.
Objective 3	By 1994 the College will have a student body whose ethnic composition shall reflect the community that it serves.
Objective 4	Utilize an annual advertising and publications campaign to the public to maintain the image of quality education and stress the meaningfulness of the Associate Degree.
Objective 5	Increase the total number of feeder high school graduates attending Bakersfield by five percent a year for the next five years.
Objective 6	By 1994 the total percentage of minority students entering the College from the high schools will be the same as the community percentage.

RETENTION

GOAL ELEVEN

Increase student retention by improving student service and faculty support.

Value

Social and intellectual growth of students is the mark of effective retention efforts. The College must give serious attention to the character of student experiences both inside and outside the classroom to ensure these experiences promote, not constrain, student learning.

Retention (continued)

Objective 1 By September 1991 refine current registration, orientation program to provide alternative methods for students.

Objective 2 By September 1992 enroll at least 90 percent of minority students assessed at the high schools.

Objective 3 By September 1991 have a telephone registration system available for all students.

Objective 4 Annually provide a balanced intercollegiate athletic program for both men and women that is competitive within the guidelines established by the State Committee on Athletics and promotes academic progress for all students athletes.

ARTICULATION

GOAL TWELVE

Improve curriculum articulation with high schools in the College's service area and with the California State University (CSU) and the University of California (UC) Systems.

Value

Movement from secondary to postsecondary education and between postsecondary systems should be no problem for any student.

Objective 1 Through the Transfer Center, by 1991 complete curriculum articulation agreements with CSU and UC institutions.

Objective 2 Fully implement participation in the California Articulation Number System by 1991.

Objective 3 By 1992 complete a department-by-department and course-by-course articulation with the faculty of Cal State Bakersfield (which will result in defined common competencies between common courses taught at the two institutions).

Objective 4 By 1992 complete a department-by-department articulation with representatives of all academic disciplines in the Kern High School District.

Objective 5 Continue to expand the two-plus-two curriculum approach with the Kern High School District.

ORGANIZATIONAL STRUCTURE

GOAL THIRTEEN

Implement an organizational structure that maximizes staff efficiency and institutional responsiveness to student needs.

Value

A college organizational structure's primary purposes should be to maximize the institutions capacity to serve students and facilitate quality teaching.

Objective 1	Monitor the organization's structure on a regular basis.

SOUTHWEST PRESENCE

GOAL FOURTEEN

Establish a permanent, ongoing presence in Southwest Bakersfield.

Value

Bakersfield College is committed to provide educational opportunities to all members of the community in locations accessible to them.

Objective 1	Through the Future Directions Committee, determine the programs and services needed in the Southwest Center by Fall 1990 (utilize demographic data, needs assessment surveys, analysis of current offerings).
Objective 2	Through the District, negotiate a sale of the current location of the Weill Institute (in downtown Bakersfield) by 1990-91.
Objective 3	During 1990-92 engage in site acquisition and development of Southwest Weill Institute.
Objective 4	During 1993-95 complete construction of the Southwest Weill facility.

FACILITIES

GOAL FIFTEEN

Thoroughly integrate the facilities, maintenance, remodeling and construction plans with the priorities established by instruction and service needs.

Value

Facilities resources should be driven by changing instructional curricular needs. The College should consider changing community needs when making future classroom construction decisions; existing classroom and facilities should be allocated depending upon instructional need rather than on historic precedent.

Objective 1	By 1991 to have integrated all construction and maintenance planning, College and District (including five-year plan), with College curricular and instructional planning groups as the Budget and Program Review Committee, Curriculum Committee and Division Chairs.
Objective 2	By Spring 1991, a plan will have evolved which determines curricular, instructional and, therefore, concomitant facilities needs of the Weill Institute located in the Southwest.
Objective 3	Annually involve all key campus groups in preparation of District five-year construction plan requests.
Objective 4	Annually maintain close communication between Facilities Council and campus planning groups so that maintenance, grounds and security services meet the needs of the campus community.

OUTSIDE FUNDING

GOAL SIXTEEN

Increase the College's capacity to obtain outside funding.

Value

A college cannot depend entirely on the whims of state politicians for funding. It must take steps to control its own financial destiny.

Objective 1 — Through the Foundation engage in an annual fund drive to finance special needs of the College in areas such as equipment, performing arts and scholarships.

Objective 2 — The College will continue to seek federal grants on a regular basis.

Objective 3 — By 1991 have a staff member who is devoted to a minimum of 0.5 full-time equivalent (FTE) for grant support and writing.

Objective 4 — Annually obtain at least two grants from the State Chancellor's Office--areas to include, but not be limited to, vocational education, state instructional improvement and two-plus-two-plus-two.

PLANNING

GOAL SEVENTEEN

Integrate the College budget funding allocation process with planning processes.

Value

A college is best run with a systematic and collaborative approach to decision-making. Through collaboration and the integration of the planning and budgeting processes, a comprehensive plan will be developed to support the goals of the institution.

Objective 1 — Annually update the five-year Long-Range Plan and make it available to staff.

Objective 2 — Regularly communicate between the Budget and Program Review Committee and all instructional/curricular resource planning groups.

Objective 3 — Annually develop the department tactical plans incorporating Long-Range Plan priorities.

Objective 4 — During the spring of each year, final budget funding allocations will be made by the Budget and Program Review Committee and the President's Cabinet utilizing the Long-Range Plan and department tactical plans.

INSTITUTIONAL EVALUATION

GOAL EIGHTEEN

Evaluate the College's success in achieving its stated goals and in effectively reaching desired student outcomes.

Value

A college is best run with a systematic and collaborative approach to decision-making. Decisions will be made only through analysis of necessary information, consultation and accountability.

Objective 1	Annually assess the College's success in reaching its long-range plan driven goals utilizing both process and product evaluative approaches.
Objective 2	By February 1992 implement a plan to assess the effectiveness of the College's impact on students emphasizing measurable outcomes.
Objective 3	By October 1991 a staff member with full-time responsibility for institutional research will have been hired.

CERRO COSO COMMUNITY COLLEGE
INSTITUTIONAL GOALS
1990-91

(1) Establish a representative task force for review of campus governance. Upon completion of study, make recommendations to the staff.

(2) Establish priorities for addressing quality issues affecting Northern Outreach; this includes improved communications with staff, a balanced program of courses and services for the year, improved image building with the Bishop community, monitoring and assisting with the feasibility studies, and coordinating efforts with affected staff on the main campus who provide support services.

(3) Continue disseminating all administrative meeting minutes to the full-time classified, faculty, and management staff in a timely manner to improve institutional communications.

(4) Ensure accessibility to students, classified staff, and faculty by continuing an open to everyone *brown bag lunch forum* one day per week in the College Center.

(5) Continue the long-range planning committee (representatives from students, classified, certificated, and management) to achieve improved institutional long-range planning.

(6) Seek new methods of staff involvement in the development, distribution, and monitoring of the budget.

(7) Continue to improve institutional effectiveness and raise the level of professionalism of employees by stressing formal communication channels. This shall be accomplished by meetings with all faculty and staff a minimum of two meetings in the Spring. Additionally, meeting with the Academic Senate President and the Executive Committee members on a monthly basis September through May.

(8) Evaluate all committees and their charges and their relationships with and to one another and make recommendations for improvement.

(9) Continue to implement strategies to improve student retention throughout the 1990-91 school year.

(10) Establish average daily attendance (ADA) goals for each specific location. The cap for 1990-91 is 1,860 ADA. The goal for the year is 2,100. This permits growth of 241 ADA beyond the cap. ADA goals for specific locations are as follows: Ridgecrest--1,410; Kern River Valley--100; Southern Outreach--240;, Inyo--280; and Mono--70.

(11) Continue to calculate enrollment and retention figures separately for Ridgecrest, Southern Outreach, Kern River Valley, Mammoth, and the combined communities of Long Pine, Big Pine, Independence, and Bishop.

(12) Continue to place substantial emphasis on the quality of transfer courses and programs. This shall be accomplished through the establishment of performance standards for faculty and students and verified through classroom visitations and annual evaluations by the Dean of Instruction and the Dean of Continuing Education. Additionally, special committee meetings will be conducted to discuss instructional expectations, curriculum revisions and innovations, long-range planning, and budgetary implications. This clear, publicly understood institutional commitment to transfer education will spotlight our resolve to meeting the primary purpose of the community college.

(13) Continue to place substantial emphasis on the quality of vocational technical courses and programs. This shall be accomplished through the establishment of performance standards for faculty and students and verified through classroom visitations, job placement, faculty evaluation, and functioning advisory committees.

Special attention shall be devoted to revitalizing existing programs, and preliminary data gathering shall commence on the feasibility of starting new programs. Additionally, vocational technical programs will be required to have functioning advisory committees. Special committee meetings will be conducted to discuss instructional expectations, curriculum innovations and revisions, long-range equipment needs and budgetary implications. This clear, publicly understood institutional commitment to vocational technical education will spotlight our resolve in meeting the primary purpose of the California Community College.

(14) Continue to develop and submit to the State Chancellor's Office proposals for capital construction.

(15) Stimulate greater participation of faculty in existing clubs and events and new activities for students that will provide additional opportunities for personal growth.

(16) Provide a balanced program of courses and services, while still maintaining a balanced budget at each location.

(17) Ensure that the development office coordinates all institutional efforts to raise funds. Eliminate all unnecessary duplication and prepare a single institutional record and response for the donating party.

(18) Initiate a mentor program for all new certificated staff. This includes pairing the newly hired faculty member with another faculty member attending an orientation session; meeting a minimum of one hour per week to review policies and procedures; and discussing teaching and learning strategies.

(19) Develop a new survey card for each *How Are We Doing Box* and establish quarterly monitoring and reporting procedures.

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(20) Offer pilot program for Mesquite Continuation High School; evaluate effectiveness of program and efforts required to coordinate joint venture.

(21) Explore feasibility of joint venture with Mesquite Continuation High School. Write proposal after gathering pertinent data and submit to the Chancellor and Board of Trustees by Fall for review.

(22) Continue to support the wellness program for staff by granting 1/2 hour release time per day for a four-day per week shape-up program.

(23) Begin discussions with the Chancellor on establishing a permanent facility for the Kern River Valley Outreach Program.

(24) Continue to encourage participation of part-time faculty in the commencement ceremony. Set 35 part-time faculty members as a minimum goal for the 1990-91 ceremony.

(25) Review ADA/FTE ratio of certificated faculty at all locations.

(26) Place additional emphasis on developing a more complete equipment inventory system.

(27) Continue to place emphasis on coordinating institutional public relations through the Public Information, Development, and Alumni Relations Office.

PORTERVILLE COLLEGE INSTITUTIONAL GOALS
1990-91

(1) Meet target average daily attendance (ADA) goal of 1,569. Retain maintenance of effort in Basic Skills, GAIN and increase ADA in Vocational Education.

(2) Develop a comprehensive, written, Educational Master Plan for Porterville College.

(3) Develop a 2005 Facilities Master Plan for Porterville College.

(4) Implement successful Title III grant and obtain second-year funding.

(5) Improve Porterville College image through publications and public events.

(6) Implement and encourage participation in telephone registration program. Encourage participation through contest to identify the program with a specific name.

(7) Establish ad hoc committee for the purpose of improving nutrition, special events and cafeteria food services in general.

(8) Establish a total safety and security plan for the College which includes emergency evacuation procedures, non-skid safety paint for sidewalks, a security system, and rekeying of the campus.

(9) Establish among the College staff a commitment to meeting diversity goals for both students and faculty.

(10) Promote a drug-free workplace through information, education, discipline and assistance for students and staff.

(11) Obtain a commitment and support from all campus segments, (students, classified, certificated and management) to adopt a smoke-free/tobacco-free environment at Porterville College.

(12) Recruit a higher percentage of the top twenty (20) percent of high school students from local feeder high schools.

(13) Complete a College handbook.

(14) Establish a five-year new equipment plan and equipment replacement plan for each program on campus.

(15) Complete Title 5 review.

(16) Establish an Office of Development and obtain one funded grant.

(17) Update all campus committees.

(18) Develop a comprehensive plan for vocational education.

(19) Establish a community advisory committee to develop an athletic plan and recommendations for the 1990's.

(20) Develop and implement one new instructional program for the 1991-92 school year.

(21) Establish a Wellness Center to promote concept of total wellness and fitness.

(22) Work with the staff on working drawings and planning for completion of all secondary effects projects. Complete all steps to begin construction.

(23) Promote staff participation in follow-up activities from Collegiality Colloquia to enhance:

- Image
- Instructional Programs
- Communications (on and off campus)
- Campus Governance
- Validation/Recognition of Staff

(24) Continue implementation and/or development of the following plans:

- Campus Master Plan
- Signage for Total Campus
- Utilities
- Safety and Security
- Color Scheme
- Beautification: Buildings and Grounds

(25) Complete construction of a permanent concessions facility by August, 1991.

(26) Establish innovative programs in Distance Learning, International Education, on-and-off-campus classes.

(27) Publish handbook of transfer majors and list transfer majors in the College Catalog.

PART II--EXTERNAL CHARACTERISTICS

COMMUNITY ECONOMIC IMPACT ON THE COLLEGES OF THE KERN COMMUNITY COLLEGE DISTRICT

1990-91

The economies of each of the three major communities served by the Kern Community College District are very different, and with changes in the economic pictures, the resulting impact upon the Colleges are quite evident.

Cerro Coso Community College, located in Ridgecrest, California, serves a large region of the state from the lower Mojave desert to Mammoth and Bishop in the Owens Valley. In the Edwards and Ridgecrest areas, the primary industry is the military. During the past five years, the U.S. Navy has closed research facilities around the nation and relocated the efforts at China Lake. The result has been an increase in the number of people living in the Indian Wells Valley. With the recent announcement of base closures for the Air Force, it is likely even greater numbers will move to the desert area. Hence with current growth and a forecast of even greater growth, Cerro Coso Community College will continue to serve more people. Also, that part of California is becoming a very popular area for retirees, particularly from the Los Angeles basin.

Five years ago, when a severe recession had gripped the country, people in Kern County were proud of the fact that the two major industries of oil and agriculture were "recession proof." But, in the last few years it has become evident that oil and agriculture have economic ups and downs just as any other industry. This has created the need for training and retraining programs for displaced workers. Leaders in the community of Bakersfield and the surrounding areas are looking at ways to broaden the economic base so that the economy is not solely dependent upon oil and agriculture. As this base is broadened and new industries appear, Bakersfield College and Cerro Coso College will play a major role in training and retraining workers.

In the Porterville area, the primary industries are farming and recreation, with some light industry. If Porterville continues to establish its light industry base in which they have been successful, greater economic stability will come to Porterville. A large warehouse facility is under construction, which will provide an increased number of job opportunities. The overall economic indicators for the Porterville area are very positive at this time.

SELECTED KERN COUNTY STATISTICS
1990

A--INTRODUCTION

The following data and material are taken from the 1990 Employment Development Department Annual Planning Information for Kern County. (Published July, 1990)

B--AREA PROFILE

The labor market area known as the Bakersfield Metropolitan Statistical Area (MSA) is contained within the same boundaries as Kern County, the southernmost county of California's agriculturally dynamic San Joaquin Valley.

Surrounded by three major mountain ranges, the county land area measures 143 miles east to west and 67 miles north to south. Covering just over 8,000 square miles (around 5.2 million acres), Kern is the state's third largest county. The county has three climatic zones--valley, mountain, and high desert.

Consistently among the top three most productive agricultural counties in the United States, Kern County is also the leading petroleum-producing county in the nation, as well as the home of Edwards Air Force Base and China Lake Naval Weapons Center.

Kern County has 11 incorporated cities and most of the population lives in the valley area of the county. The centrally located county seat, Bakersfield, is the largest city, with a population of 169,500. The four largest employers of Kern County residents are government, retail trade, agriculture and services.

C--POPULATION

By July 1990, Kern County's population rose to an estimated 549,100 residents. This is a gain of 22,500 over the January 1989 total and an increase of 130,811 residents since the 1980 census for a growth of 32.5 percent.

The 1990 population estimate shows that approximately half of the county residents continue to live in unincorporated areas of the county. The county seat of Bakersfield accounts for 30.9 percent of the population total with the next two largest cities being Ridgecrest with 5.6 percent of the county population and Delano with four percent of the population total. Since the 1980 Census, unincorporated areas of the county have added 49,610 residents. The city of Bakersfield has added 63,889 residents and has increased its population rapidly for a 60.5 percent gain since 1980. In terms of relative growth, California City has been the fastest growing city since 1980, showing an increase of 96 percent in the 1980-90 period.

POPULATION OF BAKERSFIELD MSA
(KERN COUNTY)
1980 through 1990

	1980*	1990**	PERCENT CHANGE
KERN COUNTY	403,089	549,100	36.3
Arvin	6,863	8,925	30.1
Bakersfield	105,611	169,500	60.5
California City	2,743	5,375	96.0
Delano	16,491	21,850	32.5
McFarland	5,151	6,900	34.0
Ridgecrest	15,929	30,350	90.6
Shafter	7,010	7,975	13.8
Taft	5,316	6,400	20.4
Tehachapi	4,126	5,975	44.9
Wasco	9,613	11,650	21.2
Unincorporated	223,290	272,900	22.3

* U.S. Census of Population, April 1, 1980

** Employment Development Department, July, 1990

D–LABOR FORCE TRENDS AND OUTLOOK

CIVILIAN LABOR FORCE, EMPLOYMENT AND UNEMPLOYMENT
BAKERSFIELD MSA
1988 THROUGH 1990

	Annual Averages		Forecast
	1988	1989	1990
Total Civilian Labor Force	235,100	235,500	236,700
Civilian Employment	211,700	210,800	211,700
Civilian Unemployment	23,400	24,700	25,000
Unemployment Rate	9.9%	10.5%	10.6%

March 1989 Benchmark

Summary: Annual Planning Information, Kern County Employment Development Department

Kern County's **civilian labor force** advanced to 235,500 persons in 1989, for a new record-setting average. In 1988 the labor force increased by only 400 to 235,100. During 1989 total **employment** in the county dropped to 210,800 while the number of **unemployed** residents increased to a total of 24,700 persons without jobs.

Employment growth in Kern County is expected to edge modestly higher in 1990 to 211,700 working. The ranks of the unemployed should see a slight increase to 25,000 unemployed in 1990, compared to 24,700 in 1989. In 1991, the labor force is forecast to expand to 236,700 jobs. The unemployment rate for 1991 should average 10.6 percent.

These forecast expectations are predicated on the assumption that the U.S. and California economies will continue to exhibit continued slow growth in both 1990 and 1991.

KERN COUNTY
CIVILIAN LABOR FORCE, EMPLOYMENT AND UNEMPLOYMENT
1988 THROUGH 1990

	Annual Averages			Forecast
	1987	1988	1988	1990
Civilian Labor	224,700	235,100	235,500	236,700
Employment	201,100	211,700	210,800	211,700
Unemployment	23,600	23,400	24,700	25,000
Unemployment Rate	10.5%	9.9%	10.5%	10.6%

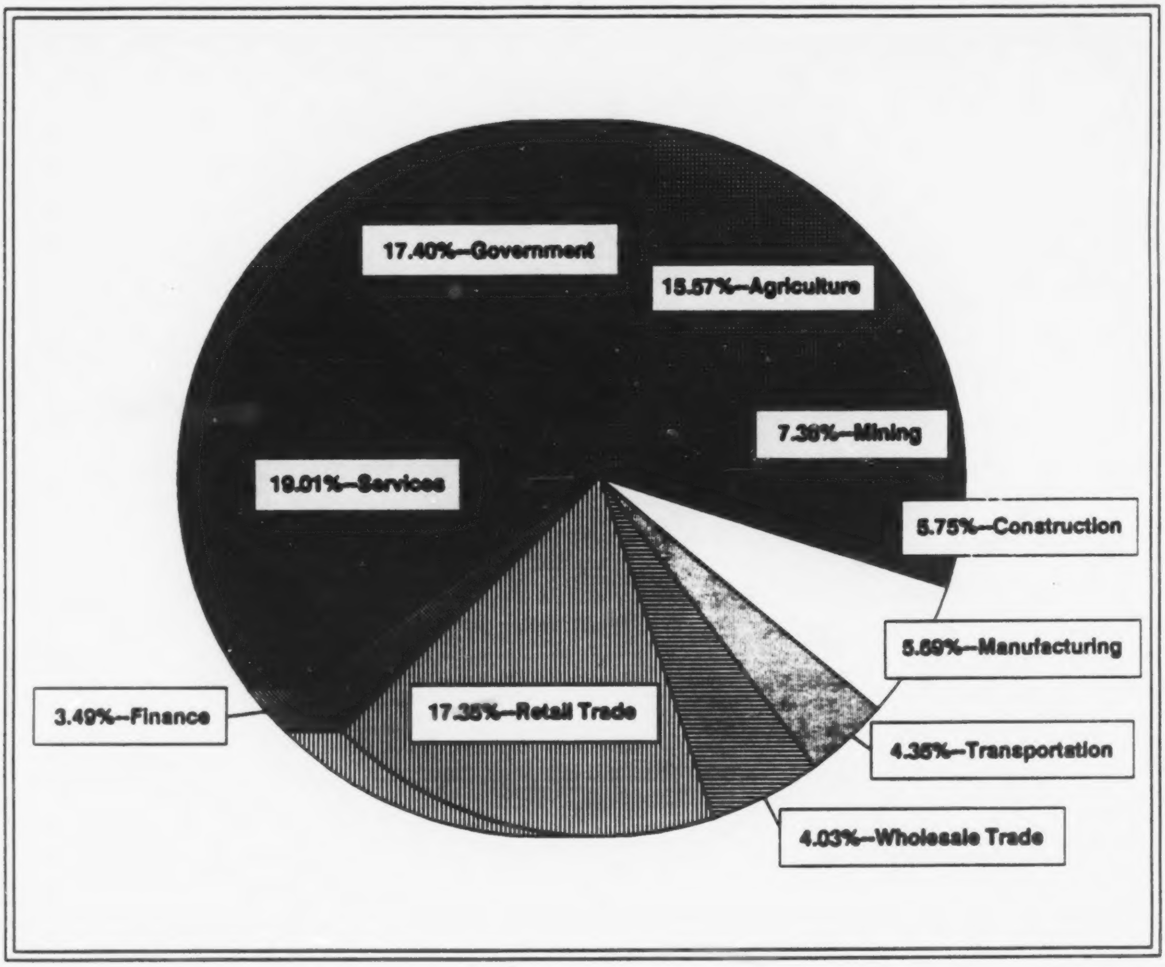
March 1989 Benchmark

E--WAGE AND SALARY EMPLOYMENT TRENDS AND OUTLOOK

Kern County's economy is becoming more diversified. For example, agriculture employment has fallen from 17.3 percent share of county's total jobs in 1972 to 15.6 percent in 1989. At the same time, jobs in services have grown to represent 19.0 percent of total wage and salary employment in 1989 compared to their 13.3 percent share in 1972.

Most nonagricultural sectors of the local economy expanded in 1989. Continued growth is forecast for 1990. The number of nonagricultural jobs is forecast to reach 167,200 in 1989, 168,400 in 1990, and 171,500 by 1992. Agriculture employment is expected to be unchanged, at 29,000 through 1990. This assumes no general recession occurring in the next two years, no crippling water shortages and no further crises in the oil industry.

KERN COUNTY
NDUSTRY COMPARISONS
ANNUAL AVERAGES 1989



SELECTED TULARE COUNTY STATISTICS
1990

PART A- INTRODUCTION

The following data and material are taken from the 1990 Employment Development Department Annual Planning Information for Tulare County. (Published June, 1990)

PART B--AREA PROFILE

Tulare County, located slightly southeast of the geographic center of the State of California, ranks seventh in size of California counties. Its area 4,935 square miles is almost equal to that of the State of Connecticut and is more than the combined area of the States of Delaware, Rhode Island and the District of Columbia. It is bounded on the east by the crest of the Sierra Nevada mountain range and Inyo County, on the north by Fresno County, on the west by Kings County and on the south by Kern County. Of its total area more than one half is mountainous. The remainder consists of the timbered slopes and foothills of the Sierra Nevada range and a fertile plain which is part of the Central San Joaquin Valley. The county contains high mountain resorts and recreational areas of every description and the undeveloped recreational resources are unnumbered. In particular Sequoia National Park which attracts more than a million visitors annually is located in Tulare County. The Sequoia National Forest is also in Tulare County and the combined acreage of the National Park and the National Forest constitutes 55 percent of the county area.

West of the foothills, Tulare County is a part of the fertile San Joaquin Valley which extends about thirty miles westerly to the Kings County line. In this area of approximately 1,800 square miles, is contained some of the most intensive agricultural development in the United States and one of the most fertile citrus belts in all of California.

Tulare County transportation is tied together by two transcontinental railroads. The main lines of the Southern Pacific and the Santa Fe railroads traverse the county from south to north. United

PART C--LABOR FORCE TRENDS AND OUTLOOK

The labor force in Tulare County rose to 135,000 in 1988 from 131,350 in 1987, a gain of 3,650, or 2.8 percent, from 1987. This was the fifth consecutive year the labor force has risen and marks an all-time high for Tulare County.

The number of Tulare County residents working averaged 121,100 per month in 1988, up 3,625, or 3.1 percent, from 1987. The percentage gain, however, was less than the annual rise of 5.3 percent achieved in 1987. Employment in 1988 was at its peak in June when 132,050 workers were employed. Employment fell in July and August as schools for the summer months closed but then rose again in September to 127,350, the second highest total for the year.

Unemployment averaged 13,900, a gain of some 25 jobless workers from the 1987 level, but down 2,175 from the mark exhibited in 1986. Joblessness was at a high mark for the year of 15,950 in March. The low point in 1988 was achieved in September and October when 12,850 people were unemployed.

The unemployment rate averaged 10.3 percent in 1988, down from 10.6 percent in 1987 and 12.6 percent in 1986. The 1988 unemployment rate was at its lowest level since 1981 when the mark was 9.2 percent. The March jobless mark was at its highest level in 1988 during March as agriculture bottomed out seasonally during this month. The lowest unemployment rate was in April when 9.1 percent of the labor force were jobless.

The improved economic picture in Tulare County was due to many factors at the local and national levels. Tulare County is heavily dependent on agriculture for its economic survival, and ranks second in crop production of all counties in the U.S. Interest rates were relatively low in 1988 in comparison to the proceeding several years which caused the county's farm products to be more competitive overseas. The lower interest rates, a rise in income, and an increase in spending helped the local economy in 1988.

It is expected that employment will rise to 124,500 in 1989, a gain of 3,400 jobs, or 2.8 percent, from 1988. Further gains will be achieved in 1990 as employment will likely increase another 2.5 percent over the year to 127,625. Unemployment is expected to drop to 13,500 in 1988 and then stay at that level in 1990. If interest rates continue to rise in the first half of 1989 as the Fed (Federal Reserve Board) continues its credit tightening policy, then certain effects on unemployment rate increases (those related to interest rate sensitive issues such as construction activity or business expansion) may take place. The credit tightening began in the first part of 1988 and was designed to slow the economy and keep inflation in check. However, if rates begin to ease in the latter half of the year and throughout 1990, this will stimulate construction and general business expansion.

D--POPULATION

According to estimates by the State Department of Finance, Tulare County gained 8,200 new residents during 1989, reaching 308,400 by year's end. In other words, population increased by 2.7 percent. Visalia remained the largest city in the county with a population of 72,200, up 3,400 from 1988. The largest percentage gain took place in Tulare, as population grew by 2,450.

TULARE COUNTY POPULATION
1980 THROUGH 1990

	Population			Percent Change	
	1980	1989	1990	1980-90	1989-90
Tulare County	245,750	300,200	308,400	25.4	2.7
Dinuba	9,907	12,000	12,400	25.1	3.3
Exeter	5,606	7,475	7,525	34.2	0.6
Farmersville	5,544	6,050	6,100	10.0	0.8
Lindsay	6,924	8,275	8,625	24.6	4.3
Porterville	19,707	27,000	28,850	46.4	6.9
Tulare	22,526	29,650	32,100	42.5	8.3
Visalia	49,729	68,800	72,200	45.2	4.9
Woodlake	4,343	5,400	5,625	29.5	24.2
Unincorporated	121,452	135,700	135,000	11.2	-0.5

Source: Annual Planning Information, 1990, Employment Development Department

E--LABOR FORCE TRENDS AND OUTLOOK

In 1989, Tulare County's civilian labor force declined for the first time since 1984. The average labor force fell slightly by 900 people from 135,850 to 134,950. This decline was particularly noticeable in the last two months of the year, when the labor force fell to around 128,000. Labor force patterns in the county reflected a general slowdown in the county's economic activity at that time.

Total civilian employment averaged 120,000 in 1989, down by 1,350 from the average employment figure of 121,800 in 1988. This employment decline of 1.1 percent was also the first since 1984.

The number of those out of work in Tulare County increased again slightly in 1989 reaching 14,500. In the worst month, February, unemployment was as high as 16,500, although in August, it fell to 12,150. One of the problems the Tulare County economy has is its dependence on the agricultural industry which is sometimes subject to different weather patterns affecting both the crops and the unemployment.

Unemployment as a percent of the civilian labor force averaged 10.7 percent during 1989, up by 0.4 percent from the 1988 average rate of 10.3 percent. The peak of the unemployment occurred seasonally in November when 12.6 percent of the labor force were jobless. Moreover, unemployment increased at the end of 1989 because a number of manufacturing plants closed.

In 1990, Tulare County's labor force is expected to register a modest increase of 1,050 reaching 136,000, a gain of less than one percent over the 1989 civilian labor force figure. The 1991 forecast is at 138,000, a further increase of about 1.5 percent.

F--WAGE AND SALARY EMPLOYMENT

While it is anticipated that the total number of employed county residents will grow by between one and two percent in both 1990 and 1991, the ranks of the jobless are expected to be reduced at first, and then to remain unchanged in 1991. Projected average unemployment rates in 1990 and 1991 are expected to decline slightly to 10.3 and 10.1 percent, respectively.

TULARE COUNTY WAGE AND SALARY EMPLOYMENT
ANNUAL AVERAGES, 1988 THROUGH 1991

Industry	1988	1989	1990	1991
Total all industries	110,225	107,950	110,100	112,250
Total Agricultural	34,225	31,300	31,800	32,400
Total Nonagricultural	76,000	76,650	78,300	79,850
Goods Producing				
Mining	0	0	0	0
Construction	3,700	3,400	3,500	3,600
Manufacturing	11,225	11,200	11,600	11,800
Nondurable Goods	6,200	5,725	6,000	6,100
Durable Goods	5,025	5,475	5,600	5,700
Non-Goods Producing				
Transportation and Public Utilities	4,225	4,300	4,350	4,400
Wholesale Trade	4,900	4,900	5,000	5,100
Retail Trade	15,625	15,400	15,575	15,800
Finance Insurance and Real Estate	2,850	2,875	2,925	2,950
Services	14,025	14,550	14,750	15,000
Government	19,450	20,025	20,600	21,200

NOTE: Employment is reported by place of work and excludes self-employed, unpaid family workers, and workers involved in labor disputes. Data are benchmarked to March 1989.

Source: Annual Planning Information, 1990, Employment Development Department

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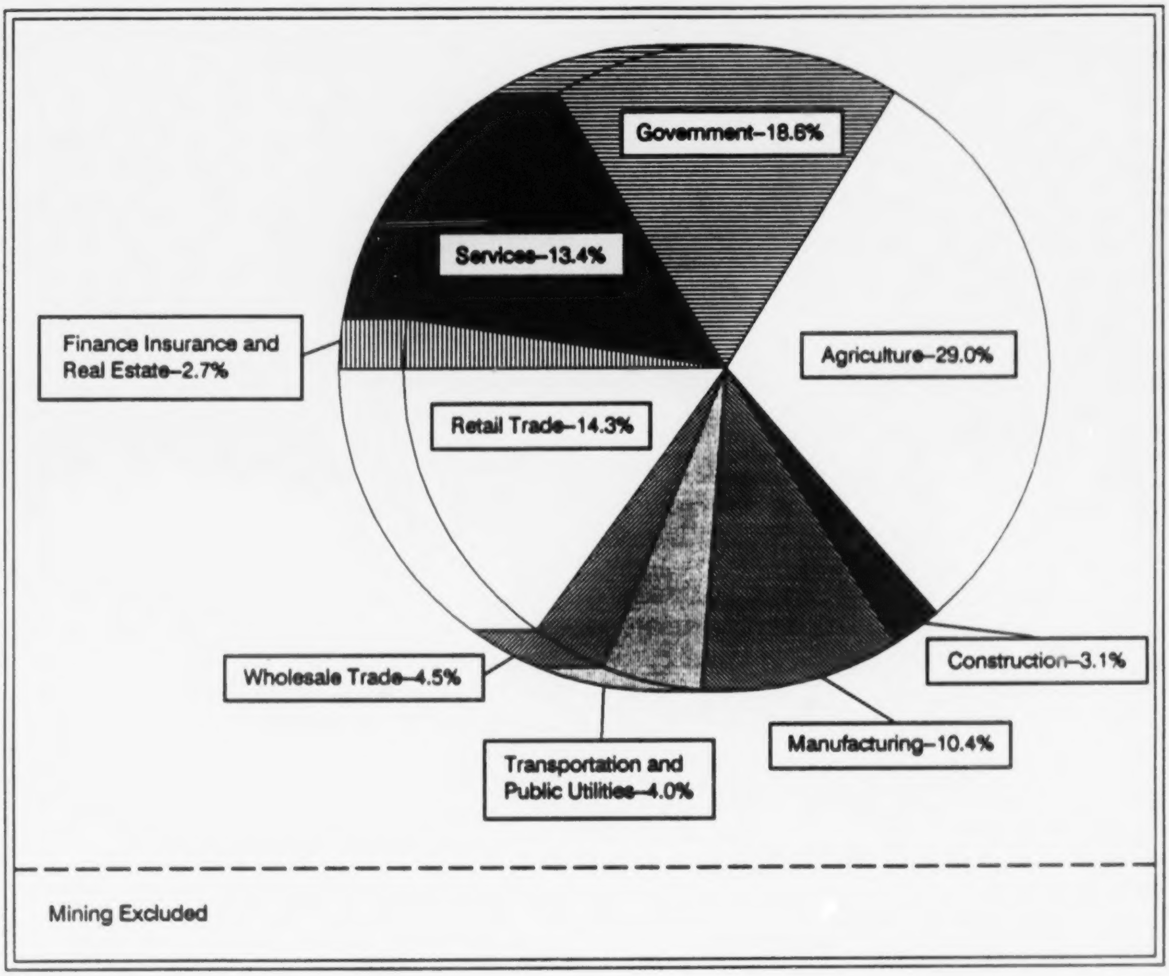
TULARE COUNTY
JOBS BY INDUSTRY DIVISION
ANNUAL AVERAGES 1990



Source: Annual Planning Information, 1990, Employment Development Department

G–HIGHLIGHTS

Total civilian employment averaged 120,450 in 1989, down by 1,350 from the all-time high average of 121,800 in 1988.

The number of those out of work in Tulare County increased again slightly in 1989, reaching 14,500.

Unemployment as a percent of the civilian labor force averaged 10.7 percent during 1989, up by 0.4 percent from the average rate of 10.3 percent in 1988.

After uninterrupted employment growth since 1983, wage and salary employment declined by 1.8 percent in 1989 to 107,950 from the record 109,875 in 1988.

The two major employment sectors which reported gains in 1989 were services and government.

SELECTED INYO AND MONO COUNTIES STATISTICS 1990

PART A–INTRODUCTION

The following data and material are taken from the 1990 Employment Development Department Annual Planning Information for Inyo and Mono Counties. (Published August, 1990)

PART B–AREA PROFILE

The counties of Inyo and Mono are located at the eastern edge of California, approximately midway between the northern and southern boundaries of the State. The two-county area ia a long narrow triangle of which Mono County forms the apex and Inyo County the base. The right side of the triangle comprises about 300 miles of the California-Nevada border.

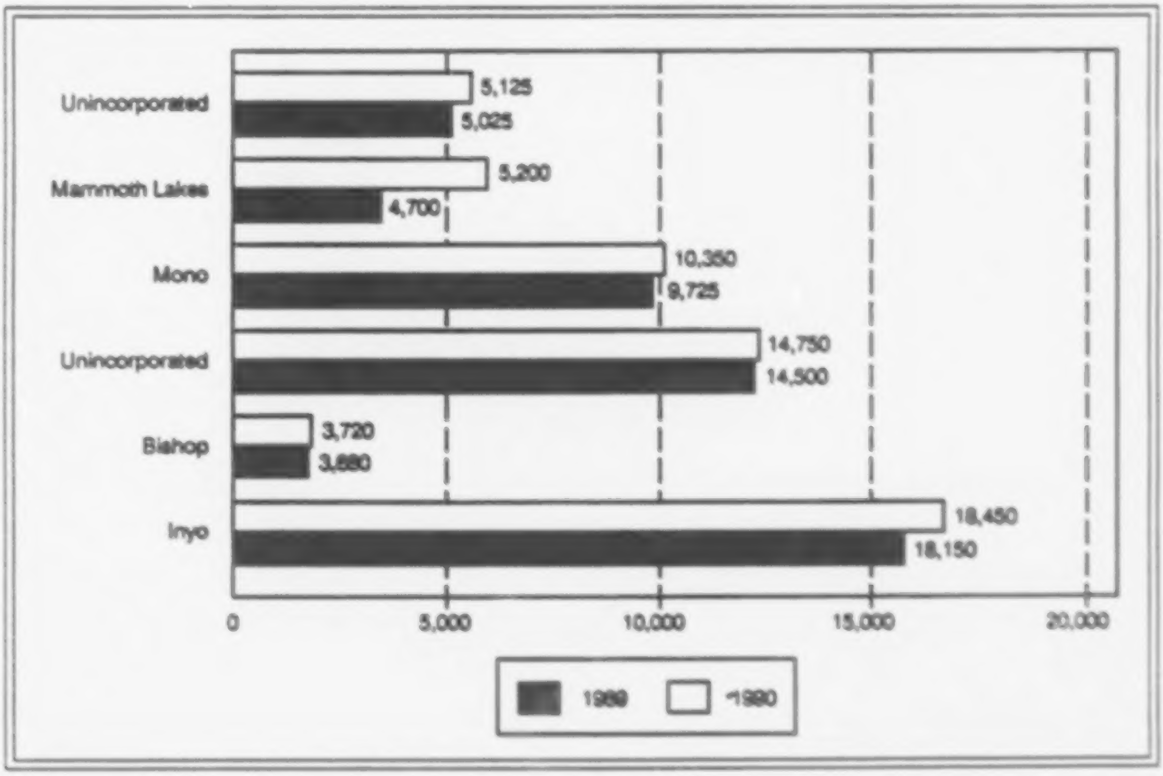
The area can be divided into essentially two geographic regions. The western portion of the counties includes the Sierra Nevada mountain range, which, with its forest, lakes, streams, and ski slopes, plays a major role in the economy of the area. The eastern two-thirds of the area is made up essentially of desert basins and barren mountain ranges. Emphasizing the contrasting topography of the area is the fact that the western edge of Inyo County contains Mount Whitney, the highest peak in the United Stated outside of Alaska, while the eastern region includes Death Valley, in which is found the lowest point in the country. Most of the population of the counties is located in the Owens Valley which runs north and south along the base of the Sierra Nevadas. The Owens River and the many mountain runoff streams which flow into the valley are its livelihood and a handicap to future development. These water sources made the valley a natural oasis, but because of this abundant natural endowment, the City of Los Angeles acquired control of most of the land and the water rights in the inhabitable areas. Bishop, the largest community and the only incorporated city in this area, is located in the Owens Valley at the upper edge of Inyo County. Mammoth Lakes, the fastest growing community and center of the winter sports activities, is in the southern part of Mono County.

INYO AND MONO COUNTIES
POPULATION
1980 THROUGH 1990

	1980	1989	1990	Percent Change 1989-1990
INYO-MONO	26,472	27,875	28,800	3.32
Inyo	17,895	18,150	18,450	1.65
Bishop		3,680	3,720	1.09
Unincorporated		14,500	14,750	1.72
Mono	8,577	9,725	10,350	6.43
Mammoth Lakes		4,700	5,200	10.64
Unincorporated		5,025	5,125	1.99

Source: State of California, Department of Finance, Report 81 E-1.

Shown graphically, these same population data appear as follows:



PART C–LABOR FORCE TRENDS AND OUTLOOK

During 1989, the civilian labor force in Inyo and Mono Counties expanded to an annual average of 14,725. This is an increase of 1,575 persons, or 12 percent over the 1988 annual average of 13,150. This increase is not consistent with the trend of other counties because the numbers fluctuate erratically.

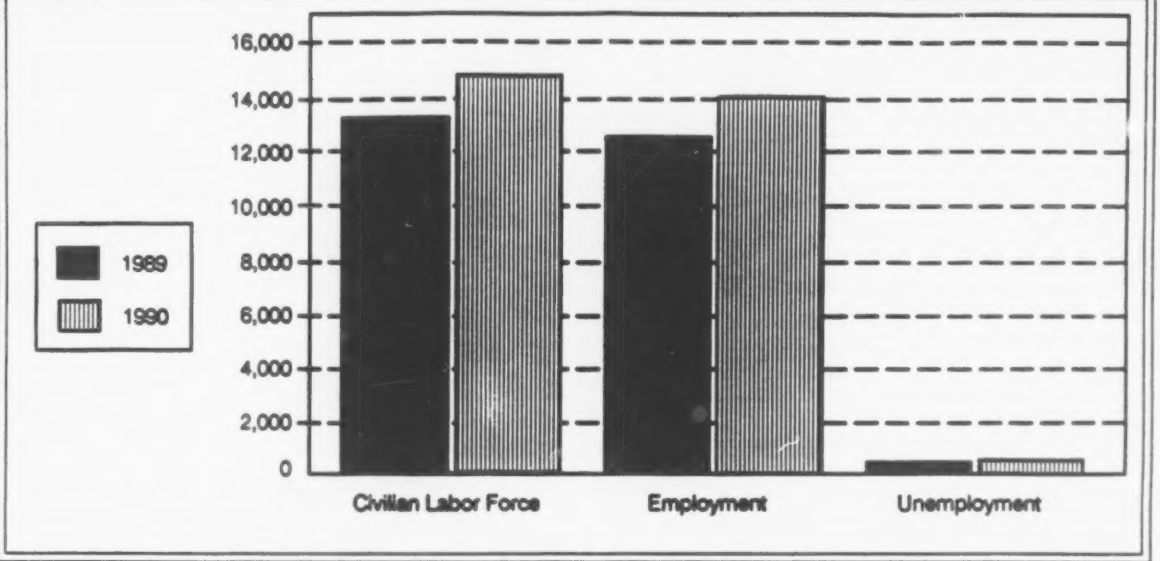
The number of employed residents advanced by 1,550 workers, or 12 percent, reaching an annual average of 14,075. The employment figures also fluctuate erratically.

The total number of unemployed residents increased by 25 persons to an annual average of 650. This is slightly higher than the 625 figure recorded in 1988.

During 1989 the annual average unemployment rate decreased to 4.4 percent from 4.8 percent for the preivous year. The annual average rate has been steadily decreasing each year since 1983 when it hit a high of 12.2 percent. The rate for Inyo and Mono Counties is consistent with the pattern of the rate for the State. The California annual average rate declined from 5.3 percent to 4.9 percent during 1989. The U.S. figure was 5.2 percent

CIVILIAN LABOR FORCE
EMPLOYMENT AND UNEMPLOYMENT
Annual Average, Inyo and Mono Counties
1988 and 1989

	1988	1989
Civilian Labor Force	13,150	14,725
Employment	12,525	14,075
Unemployment	625	650
Unemployment Rate (%)	4.8	4.4



Comparison of 1988 and 1989

D--WAGE AND SALARY EMPLOYMENT

INYO AND MONO COUNTIES WAGE AND SALARY EMPLOYMENT BY INDUSTRY(A)--ANNUAL AVERAGES (G) 1988 THROUGH 1991

	Actual		Forecast		Percent Change		
	1988	1989	1990	1991	1988-89	1989-90	1990-91
Total, All Industries	12,475	13,650	14,200	14,650	9.42	4.03	3.17
Agriculture (B) (C)	75	100	100	100	33.33	0.00	0.00
NonAgricultural Total	12,400	13,550	14,100	14,550	9.27	4.06	3.19
Mining and Manufacturing	525	525	550	600	0.00	4.76	9.09
Construction (D)	625	750	775	800	20.00	3.33	3.23
Transportation and Public Utilities	400	375	400	425	-6.25	6.67	6.25
Wholesale Trade	425	425	450	475	0.00	5.88	5.56
Retail Trade	3,000	3,225	3,325	3,425	7.50	3.10	3.01
Finance, Insurance and Real Estate	525	475	500	525	-9.52	5.26	5.00
Services	3,950	4,575	4,800	4,900	15.82	4.92	2.08
Government (E) (F)	2,950	3,200	3,300	3,400	8.47	3.13	3.03

(A) Does not include proprietors, the self-employed, unpaid volunteers or family workers, domestic workers in households, and persons in labor management disputes. Employment reported by place of work. March 1989 benchmark.
(B) Does not include farmers and unpaid family workers.
(C) Agricultural services, forestry and fishing--definition changed to exclude veterinary, other animal, landscape and horticultural services (SIC 074, 075, 078).
(D) Includes employees of construction contractors and operative builders; does not include force--account or government construction workers.
(E) Includes all civilian employees of federal, state and local governments regardless of the activity in which the employee is engaged.
(F) Includes all employees of state and local public schools.
(G) Detail may not add to totals due to independent rounding.

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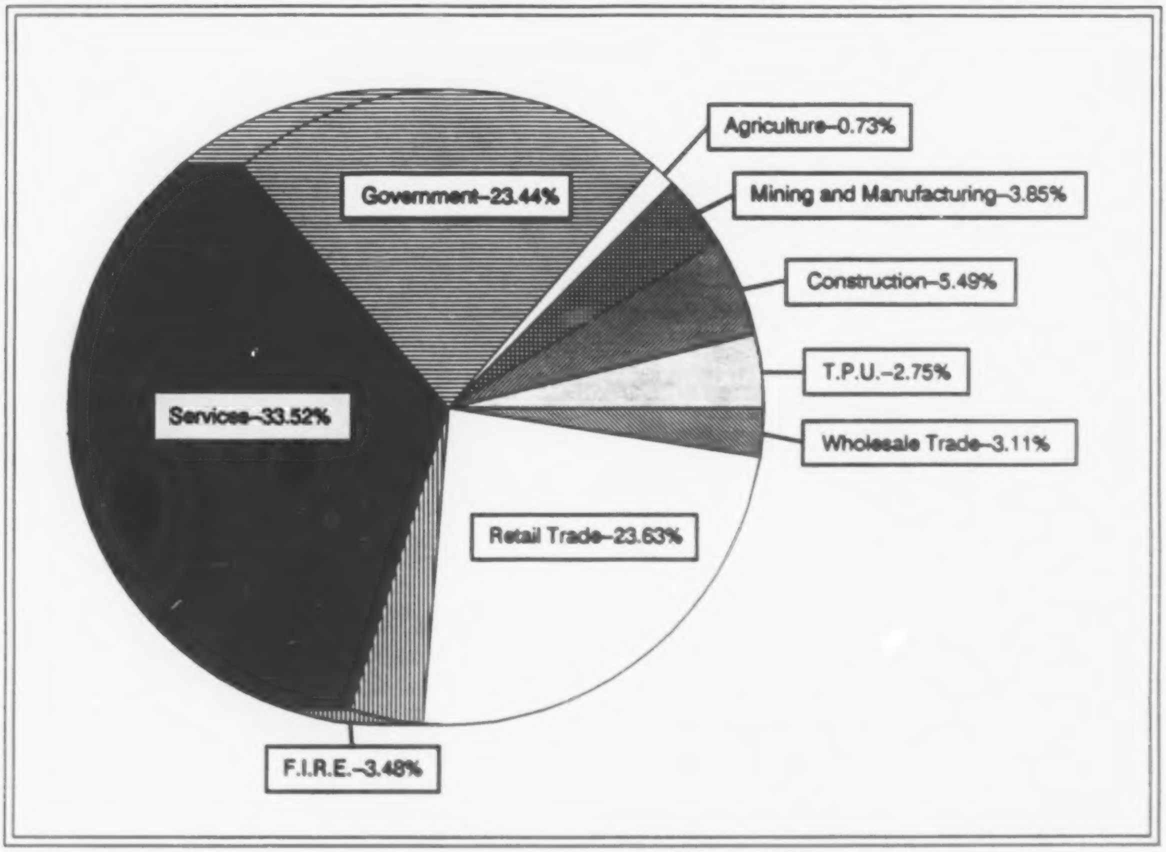
INYO AND MONO COUNTIES JOBS BY INDUSTRY DIVISION
ANNUAL AVERAGES 1989



E--INYO-MONO COUNTIES INDUSTRY PROJECTIONS

SERVICES

The industry with the largest employment in Inyo-Mono counties is the service sector. There was an employment level of 4,575 jobs in 1989; the level is projected to increase to 3,825 jobs by 1992. This figure was based on standard statistical methodology, but the weather and amount of snowfall cannot be predicted with any certainty, therefore the employment level projected has already been exceeded. The projected number could be accurate in 1992. It could also be inaccurate.

RETAIL TRADE

This sector is ranked second in providing jobs in Inyo-Mono counties. In 1989, retail trade provided 3,225 jobs and will expand to 3,275 jobs in the year 1992. This is equivalent to an incraese of 450 jobs or approximately 16 percent. Retail Trade follows Services closely and therefore the numbers of jobs are subjected to the same vagaries as the Services industry.

GOVERNMENT

This sector is the third largest employer in the bi-county area. In terms of absolute numbers, this sector is not far behind the services sector. Employment in 1989 was 3,200 jobs and is projected to increase to 3,075 jobs in the year 1992. This is an increase of 75 jobs or 2.5 percent. This is only a slight gain. In fact this figure represents the smallest percentage gain of all the major sectors. Here again is another demonstration of the volatility involved in attemping to predict employment levels.

CONSTRUCTION

Though occupying the fourth rank in terms of number of jobs provided by sector, this group has the largest percentage increase for the period 1987-92. This increase equals 39 percent or an increase of 225 jobs.

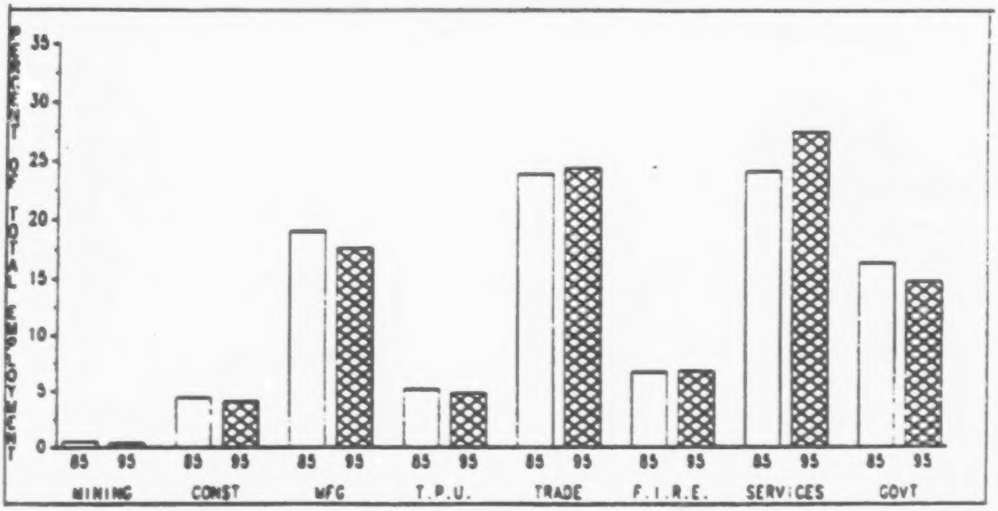
OTHER INDUSTRIES

The remaining industries: Mining and Manufacturing, Transportation and Public Utilities, Wholesale Trade and Finance, Insurance and Real Estate provide the remainder of employment. Each of these sectors has an employment figure below 500 jobs. These four sectors combined provide only 1[illegible] percent of the total employment for the Inyo-Mono area. Each of the sectors is anticipated to provide only slight increases in terms of absolute numbers. The combined total in increase of jobs will be less than 1,900 jobs or approximately 15 percent of the total in the year 1992.

PROJECTIONS OF EMPLOYMENT
STATE OF CALIFORNIA
1985 THROUGH 1995

(Source: Employment Development Department, 1988)

INDUSTRY PROFILE
CALIFORNIA 1985 THROUGH 1995



EMPLOYMENT BY MAJOR INDUSTRY
CALIFORNIA 1985 THROUGH 1995

	1985		1995			
Industry Title	Employment	Percent	Employment	Percent	Change	Percent Change
Total, All Industries	10,984,900	100.0	14,172,150	100.0	3,207,250	29.3
Mining	50,510	0.5	44,710	0.3	- 5,800	-11.5
Construction	482,260	4.4	575,020	4.1	92,760	19.2
Manufacturing	2,089,380	19.1	2,493,520	17.6	404,140	19.3
Transportation, Commun. and Utilities	565,010	5.2	681,120	4.8	116,110	20.6
Trade	2,615,310	23.9	3,451,090	24.4	835,780	32.0
Finance, Insurance and Real Estate	730,140	6.7	958,210	6.8	228,070	31.2
Services	2,637,760	24.1	3,876,850	27.4	1,239,090	47.0
Government	1,794,530	16.4	2,091,630	14.8	297,100	16.6

INDUSTRY EMPLOYMENT TRENDS

Projections of employment by industry are a measure of expectations regarding employment demands and, as such, serve as an important determinant of expectations with respect to the occupational structure of employment over the projection period. It is important to note that the 1995 projections presented in this report are based on industrial employment trends experienced in California between 1972 and 1986. As 1995 is approached, there may be fluctuations in the economy causing the 1995 figures to vary from those projected, but the trends should still be valid. It is these trends, not cyclical fluctuations, that have been estimated.

The Employment by Major Industry table shows that the total employment for California is expected to be 14,172,150 in 1995, an increase of 3,207,250 from 1985 or a 29.3 percent increase over the ten-year period. A review of differences in the growth rates of the various industrial sectors which comprise the California economy is provided below. The graph on Industry Profile in conjunction with the Employment by Major Industry table provides an overview of the dominant trends expected over the projection period. Please note that since the occupational distribution of employment varies significantly between industries, any sharp deviations between expected and actual changes in industrial employment will effect trends in occupational employment.

MINING

Employment in the California mining industry is expected to decline at a rate of 1.2 percent annually from 50,510 in 1985 to 44,710 in 1995 or a decrease of 5,800 jobs. This decline is mainly due to a reduction of 6,090 jobs in crude petroleum and natural gas component, which has been adversely affected by the worldwide glut in oil supplies and the accompanying softening in oil prices. During the 1985, employment in this component accounted for about 83 percent of all mining industry employment.

CONSTRUCTION

Between 1985 and 1995, employment gains in the construction sector are expected to average 1.9 percent annually with an addition of 92,760 new jobs by 1995. This represents 2.9 percent of all new jobs. Of the various construction industries in the sector, special trade contracting is projected to lead in terms of relative growth with an average annual growth rate of 2.1 percent adding 58,880 new jobs. By 1995, employment in special trades contracting is projected to comprise 63.5 percent of all the construction jobs.

Historically, employment in construction has been very sensitive to business cycle fluctuations particularly with regard to movements in interest rates. During the 1981-82 recession, the construction sector registered large employment declines due to high interest rates and a weak economy. Since that time, it has gradually regained its employment losses and expanded beyond pre-recession levels. Over the projection period, factors expected to positively affect growth in construction employment include population growth with a gradual aging of the population and favorable long-term prospects for inflation and interest rates. On the negative side, above average increases in construction costs and growth control measures in growing urban areas could dampen employment growth over this period.

MANUFACTURING

Manufacturing is expected to account for 12.6 percent of the total new employment growth between 1985 and 1995, adding approximately 404,140 new jobs to the State's economy. However, manufacturing's share of the total employment is expected to decline from 19.1 percent of all jobs in 1985 to 17.6 percent by 1995. The reason for this decrease in share of total employment is due to a shift from a goods-based to a services-based economy and to relatively larger productivity gains in the goods producing industries. Over the projection period, employment in manufacturing is expected to grow at an average annual rate of 1.9 percent, compared to a rate of 2.9 percent for all industries combined.

In 1985, 69.5 percent of all manufacturing jobs were in the durable goods industries and 30.5 percent in non-durable goods industries. Between 1985 and 1995, durable goods industries are expected to grow faster, adding 310,950 new jobs or 76.9 percent of all new manufacturing jobs. Non-durable goods industries will contribute 93,190 new jobs or 23.1 percent of all manufacturing during the same period.

TRANSPORTATION, COMMUNICATION AND UTILITIES

During the 1985 to 1995 period, it is anticipated that this sector will expand by 2.1 percent annually, adding approximately 116,110 new jobs to the California economy. This will account for 3.6 percent of the new job growth from all industries combined. However, this sector's share of the total employment is expected to decrease from 5.2 percent in 1985 to 4.8 percent in 1995. This decrease in the share is due to a smaller portion of gross national product (GNP) devoted to transportation at the federal, state and local levels.

The transportation industry will contribute the greatest share of total employment in the transportation, communication, and utilities sector. It will add 82,980 new jobs at an annual growth rate of 2.6 percent. These new jobs will account for 71.5 percent of all new jobs in this sector. Within the transportation industry, the trucking and warehousing group will generate more than 48.8 percent of all new transportation related jobs with job increases of 3.1 percent annually or 40,520 jobs. The railroad industry will continue to decline and will lose 3,810 jobs by 1995.

The communications industry is expected to add 18,100 new jobs during the ten-year period. This will account for 15.6 percent of the new growth in the transportation, communications and utilities sector. The telephone communications component is expected to lead the expansion in employment by adding 14,060 new jobs or approximately 77.7 percent of the growth in the communications industry.

Utilities and sanitary services will add 15,030 new jobs to the sector by 1995. This represents less than 13 percent of the new jobs in the sector. Employment growth in utilities and sanitary services will be dominated by electric companies and systems, with slightly less than one-third of the new utility-related jobs.

TRADE

Wholesale and retail trade is projected to be the second largest growing sector in terms of absolute employment growth between 1985 and 1995. During this period, the trade sector is expected to add 835,780 new jobs, which is 26 percent of the total employment growth for all industries combined. This represents an annual growth rate of 3.2 percent.

Both the wholesale and retail components of trade are expected to add jobs at comparable rates. Wholesale trade, which made up 25.6 percent of all trade employment in 1985, will account for 25.5 percent of jobs in trade by 1995. Retail trade's share of total trade employment should amount to 74.5 percent by 1995.

Between 1985 and 1995, the wholesale trade group is expected to expand by 3.1 percent annually, for a total increase in jobs of 209,730. Sixty-one percent of these jobs will be in the durable goods component. The machinery, equipment and supplies component is expected to generate about 27 percent of total new jobs in the wholesale trade group.

The retail trade group will expand at an annual rate of 3.2 percent. Between 1985 and 1995, 626,050 new jobs will be created in this group. The eating and drinking places component will play a dominant role in retail trade, accounting for 42 percent of all the new jobs in this retail industry. Other retail trade components expected to perform strongly over the decade include building materials with a 4.2 percent annual rate of growth, furniture and home furnishings with a 3.5 percent growth rate, and, food stores and miscellaneous retail stores which are expected to increase at a 3.3 percent annual rate.

FINANCE, INSURANCE, AND REAL ESTATE

This sector is expected to experience a job growth of 3.1 percent per year over the 1985 to 1995 period, adding 228,070 new jobs by 1995. Within the sector, the credit agencies and real estate industries will contribute the greatest number of new jobs, adding about 57,000 jobs each. The real estate industry will grow at an annual rate of 3.6 percent, while accounting for about 22 percent of this sectors total employment. The credit agencies other than banks are projected to grow at an annual rate of 4.5 percent increasing their share of sector employment from 17.6 percent in 1985 to 19.5 percent in 1995.

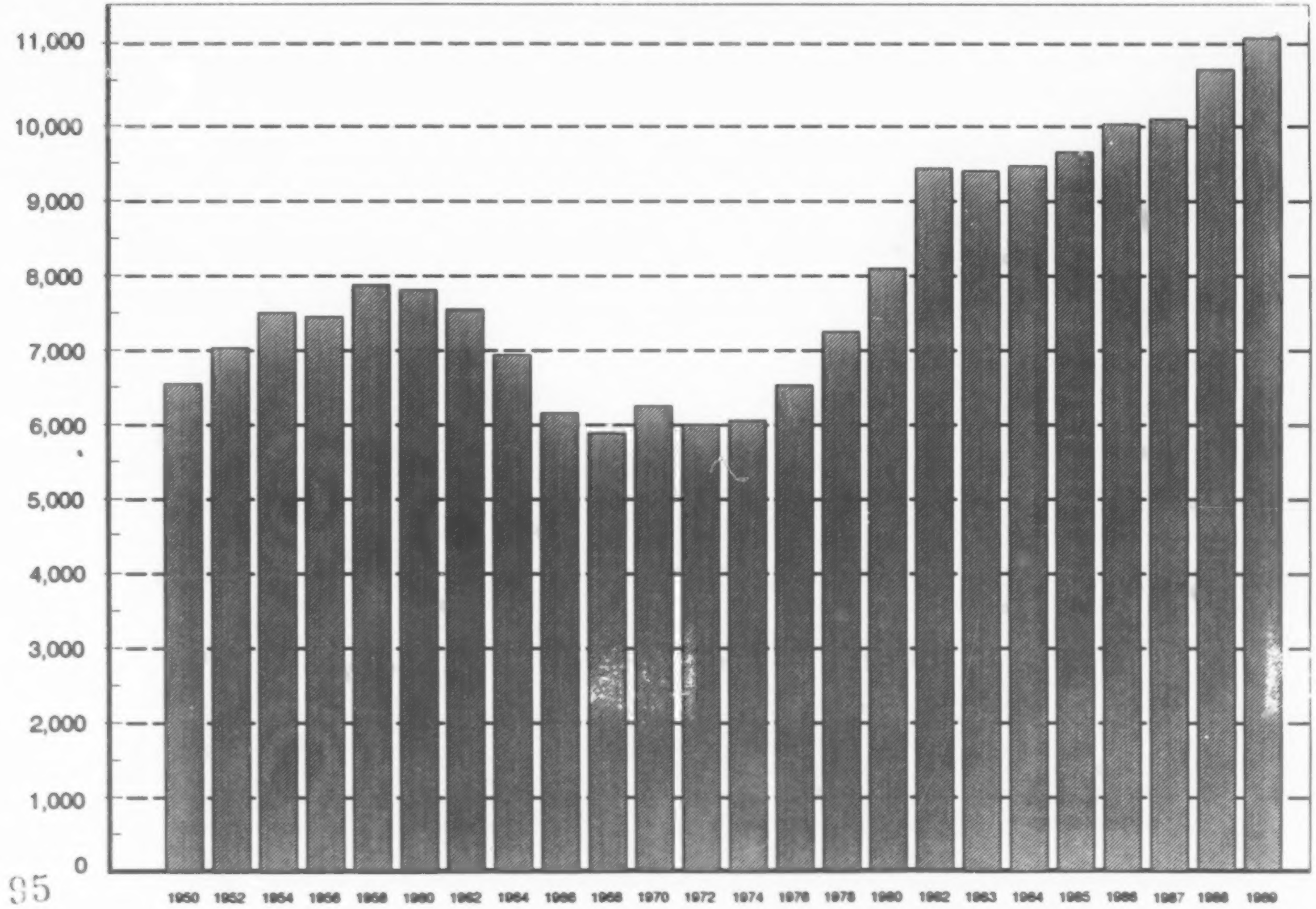
SERVICES

The increasing importance of services producing industries to the United States and California economies will further strengthen the current leading role of services in contributing new jobs to the California economy. Services industries are expected to grow by 1,239,090 jobs or at an annual growth rate of 4.7 percent, accounting for 38.6 percent of the total growth in all industries over the ten-year period. Leading the services sector in total new job gains will be the business services industry, which includes firms engaged in advertising, mailing, services to dwellings and other buildings, personnel supply, computer and data processing, and miscellaneous business services. It is expected to grow by 429,200 jobs at an annual average rate of 6.7 percent. Other service industries expected to show significant employment gains include health services with a projected increase of 253,730 jobs at an annual rate of 3.9 percent; miscellaneous business services with 118,740 at an annual growth rate of 5.2 percent; and legal services with a gain of 70,860 jobs, or 7.7 percent per year. Other particularly strong service industries include hotel and other lodging places, social services, and educational services which are projected to add 77,900, 62,580, and 47,560 jobs, respectively.

GOVERNMENT

The government sector is expected to be the slowest growing sector in the State's economy. Between 1985 and 1995, new jobs in government are expected to grow at an annual rate of less than 1.7 percent, adding about 297,100 new jobs. Efforts to reduce the Federal budget deficit as well as continuing efforts to realize greater efficiency in government should result in moderate gains in government employment. Growth in federal government employment is expected to be less than that for both state and local governments in absolute and relative terms. Local government will be the leading contributor to growth in this sector, adding 224,780 new jobs, for an annual growth rate of 2 percent. State government will expand by 59,350 jobs or an 1.8 percent annual growth rate, while the federal government adds only 12,970 jobs over the projection period.

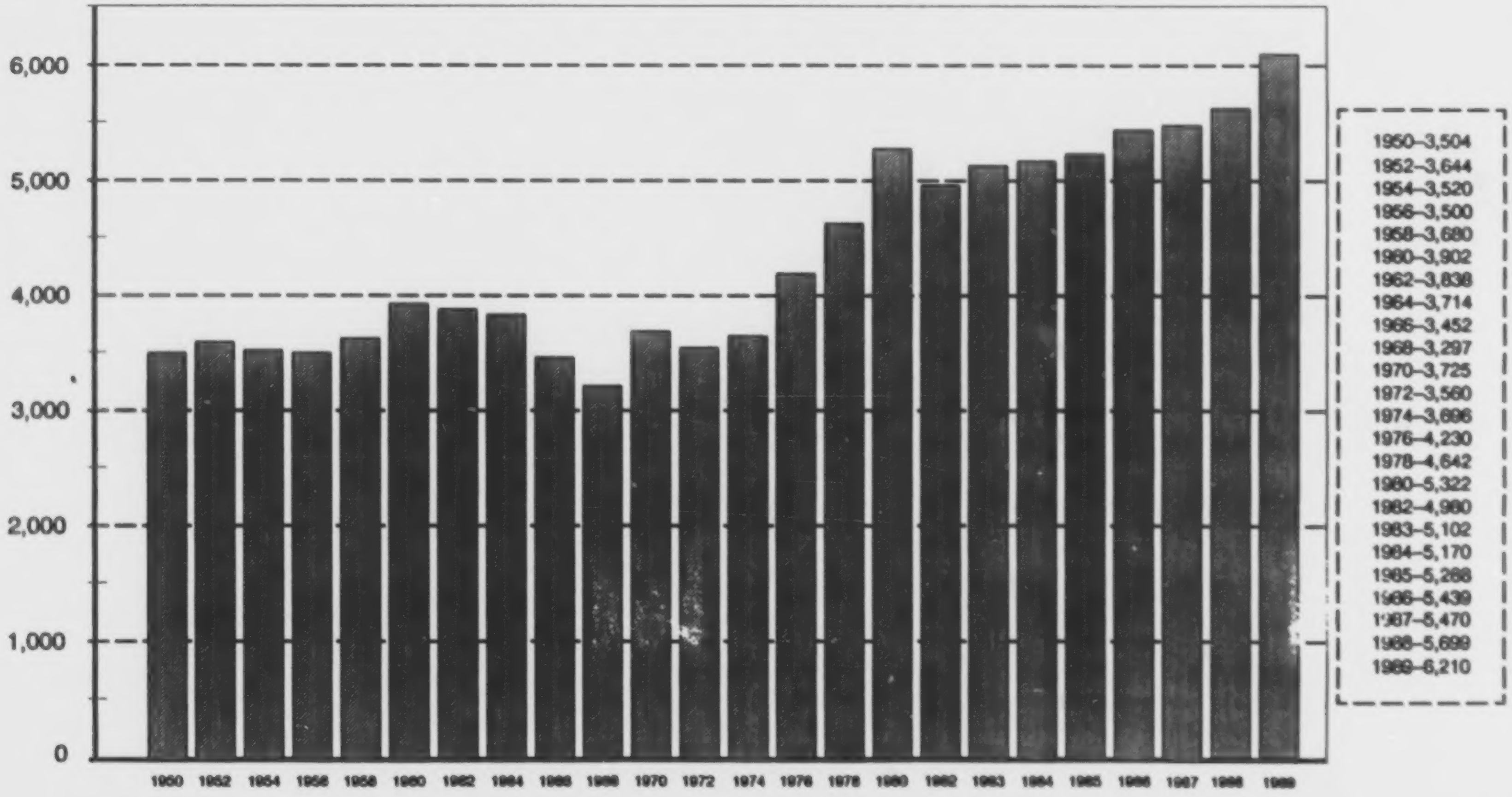
KERN COUNTY LIVE BIRTH TRENDS
1950 THROUGH 1989



1950- 6,637
1952- 7,160
1954- 7,500
1956- 7,485
1958- 7,807
1960- 7,712
1962- 7,564
1964- 6,916
1966- 6,236
1968- 5,876
1970- 6,339
1972- 6,005
1974- 6,109
1976- 6,540
1978- 7,332
1980- 8,285
1982- 9,427
1983- 9,405
1984- 9,489
1985- 9,734
1986-10,016
1987-10,147
1988-10,663
1989-11,145

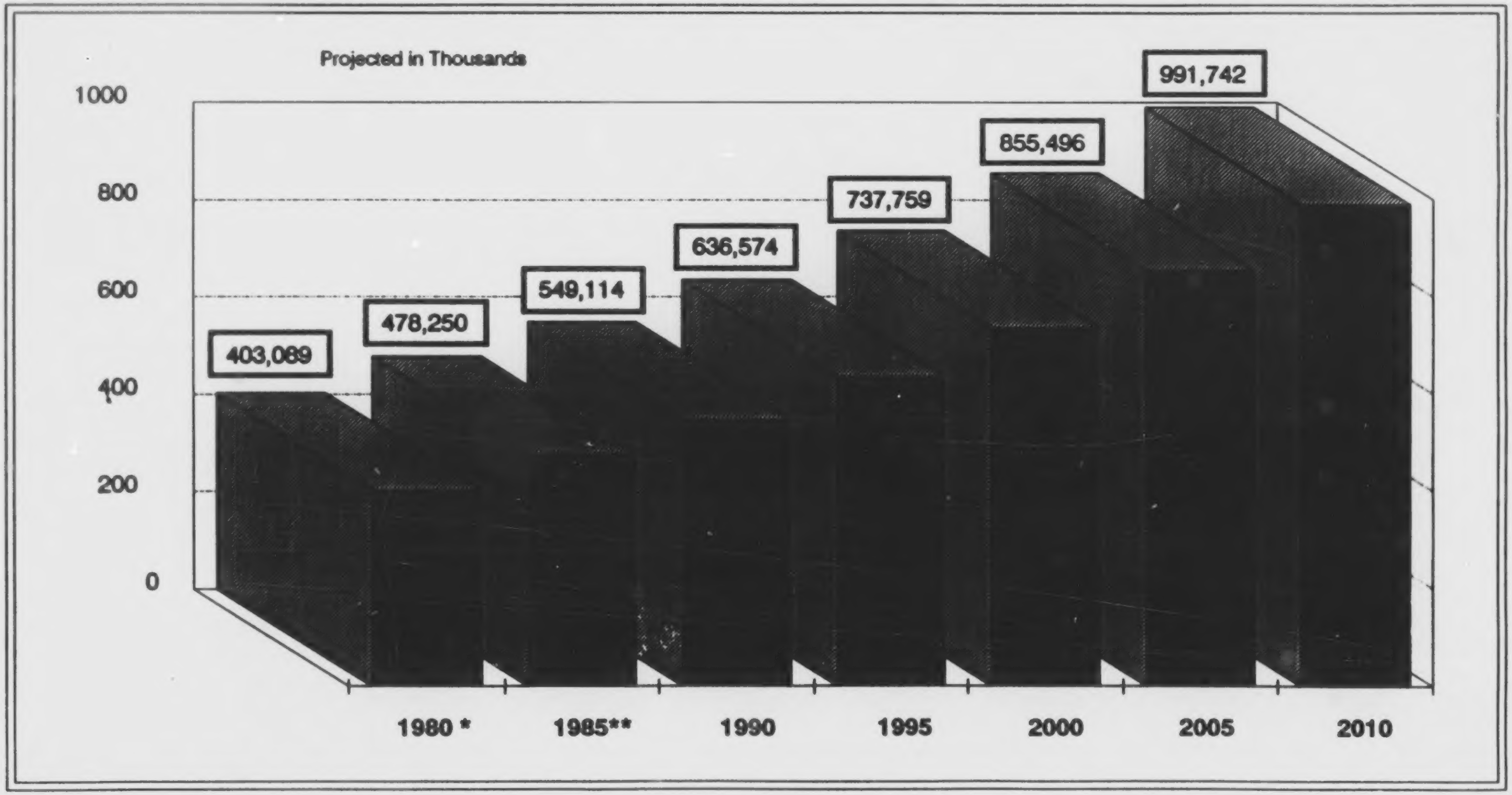
(Source: Kern County Vital Statistics)

TULARE COUNTY LIVE BIRTH TRENDS
1950 THROUGH 1989



(Source: Tulare County Vital Statistics)

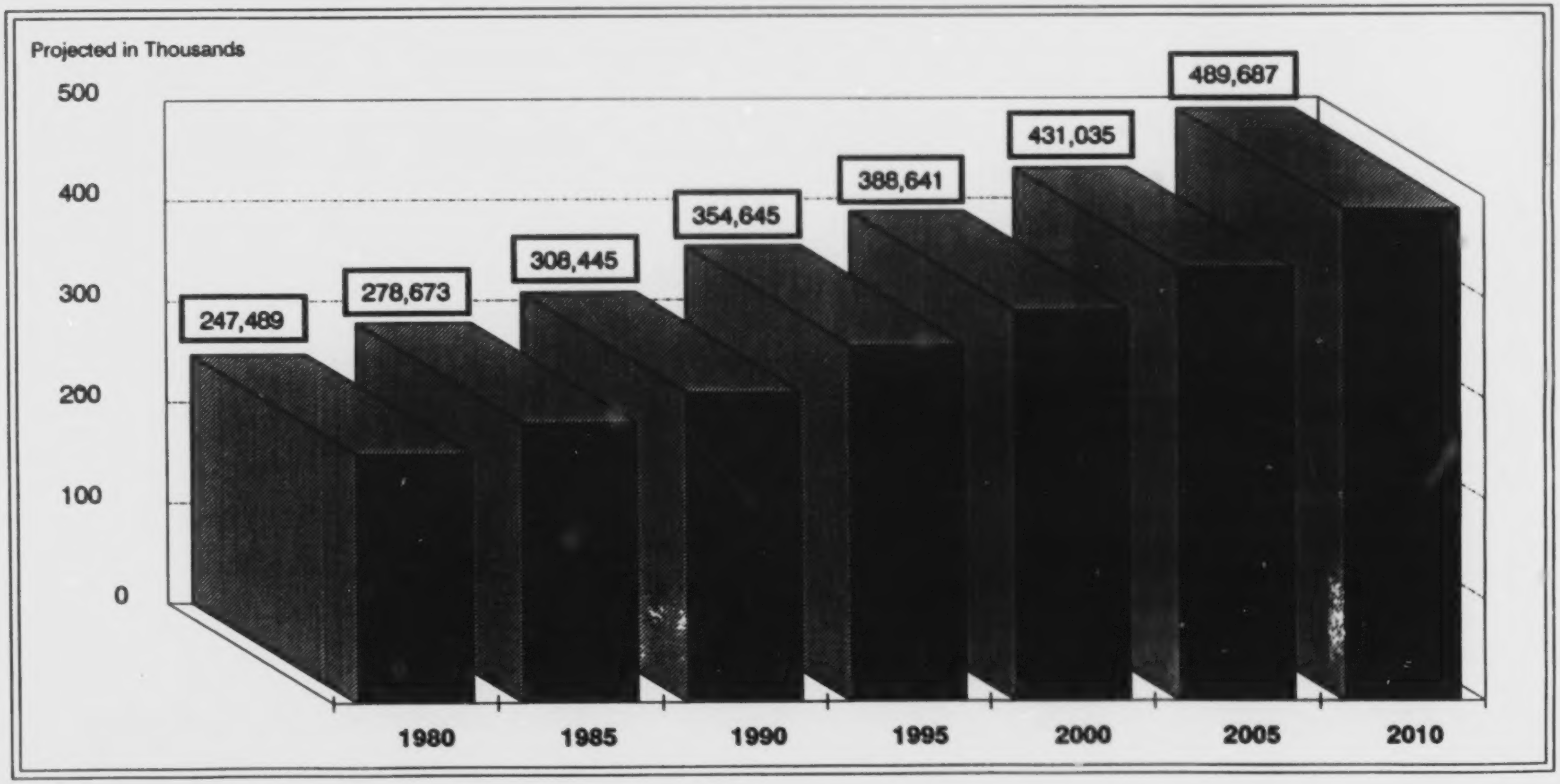
PROJECTED KERN COUNTY POPULATION 1980 THROUGH 2010



* Actual–1980 Census
** Estimated

Source: Kern COG May 23, 1990

PROJECTED TULARE COUNTY POPULATION
1980 THROUGH 2010



Source: Tulare County Building and Planning Department, September, 1990

KERN COMMUNITY COLLEGE DISTRICT
SERVICE AREA POPULATION, BY COLLEGE
1980 THROUGH 2010

School	1980	1990	1995	2000	2005	2010
Bakersfield College	333,830	436,116	492,012	556,815	601,950	719,026
Cerro Coso College	50,700	88,426	116,944	149,995	218,309	232,727
Porterville College	59,538	74,736	85,930	94,168	104,440	118,851
Kern Community College District	444,068	599,278	694,886	800,978	924,699	1,070,604

NOTE #1: Nineteen eighty (1980) figures are according to census tracts in the respective College drawing areas.

NOTE #2: Data for all other years are derived from official projections provided by the KernCounty Planning Department and the Tulare County Building and Planning Department. The Kern County numbers are by Census Tract Divisions. The Tulare County numbers are for the entire County. The Porterville College drawing area population is derived by applying the same percentage of the total County population as obtained in the official Tract Census of 1980. This percentage is 24.23%.

NOTE #3: The Bakersfield College and Cerro Coso College Service Areas from 1990 forward reflect the assignment of the Lake Isabella census tracts to Cerro Coso College effective 1986.

KERN COMMUNITY COLLEGE DISTRICT
PERCENTS AND NUMBERS OF 18+ AGE COHORT
1980 THROUGH 2010

Campus	1980		1990		1995		2000		2005		2010	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Bakersfield College	230,743	69.12	293,942	67.40	331,616	67.40	375,299	67.40	405,714	67.40	484,624	67.40
Cerro Coso College	35,043	69.12	59,599	67.40	78,820	67.40	101,097	67.40	147,140	67.40	156,858	67.40
Porterville College	40,069	67.30	49,774	66.60	57,315	66.70	62,810	66.70	69,661	66.70	79,273	66.70
Kern Community College District	305,855	68.87	403,315	67.34	467,751	67.43	539,206	67.48	622,515	67.30	720,755	67.30

NOTE #1: Age data provided by Kern and Tulare County Planning Departments. See Service Area Population, by College, for College service area populations to which the 18+ age cohort percentages were applied (previous page.)

NOTE #2: Lake Isabella Census tracts assigned to Cerro Coso College effective 1986.

KERN COMMUNITY COLLEGE DISTRICT
PERCENTS AND NUMBERS OF 18+ AGE COHORT SERVED, BY COLLEGE
1980 THROUGH 2010

Campus	1980		1990		1995		2000		2005		2010	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Bakersfield College	13,031	5.64	13,227	4.50	16,580	5.00	18,765	5.00	20,286	5.00	24,231	5.00
Cerro Coso College	4,118	11.75	4,559	7.65	6,187	7.85	8,037	7.95	11,698	7.95	12,470	7.95
Porterville College	3,744	9.37	2,553	5.13	3,152	5.50	3,455	5.50	3,831	5.50	4,360	5.50
Kern Community College District	20,893	—	20,339	—	25,919	—	30,257	—	35,815	—	41,061	—

NOTE #1: The percent of 18+ age cohort served by Bakersfield College is increased to five (5) percent from 1995 forward reflecting the opening of a Southwest Center.

NOTE #2: The percent of 18+ age cohort served by Cerro Coso College is increased from 1995 forward reflecting the addition of new buildings and new programs.

NOTE #3: The percent of 18+ age cohort served by Porterville College is increased from 1995 forward reflecting the addition of new buildings and new programs.

KERN HIGH SCHOOL DISTRICT STUDENT ENROLLMENT HISTORY AND PROJECTIONS
1990-91 THROUGH 2000-01

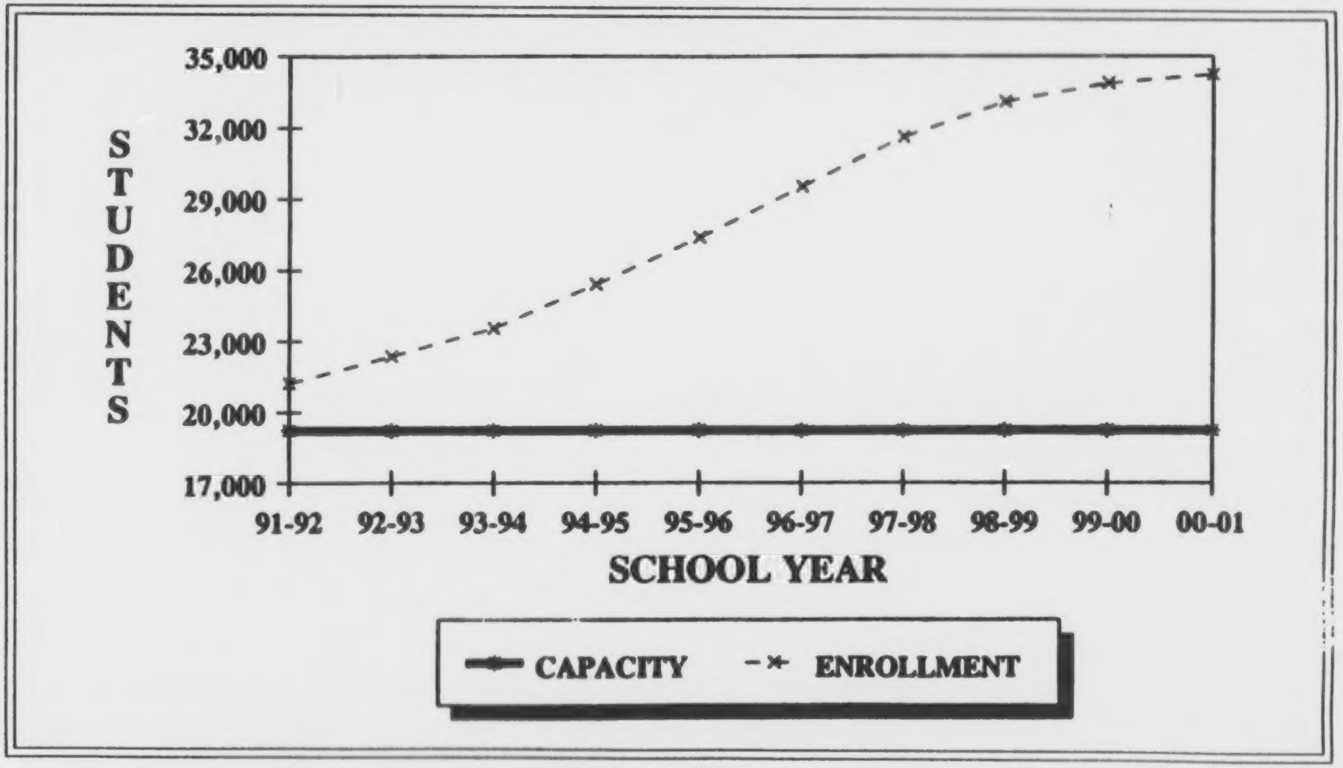
The Kern High School District, which is the major feeder of high school students to the Kern Community College District and more specifically to Bakersfield College, develops comprehensive summaries of enrollment patterns and projections.

During the past ten years enrollment had declined and leveled off at a relatively low level. The 1984-85 academic year was the nadir, and the District now looks forward to substantial growth. Elementary and junior high school enrollment in the Kern High School District Service Area substantiates a forecast of growth.

Looking forward through the next ten years the Kern High School District Ten-Year Enrollment Projection for 1991-92 through 2000-01 graph shows an increase in enrollment of about 70%. The Kern High School District Ten-Year Enrollment Projection charts summarizes this growth by high schools. This vigorous growth will impact substantially on the enrollment of Bakersfield College between the present and the end of this century.

KERN HIGH SCHOOL DISTRICT
TEN-YEAR ENROLLMENT PROJECTION
1990-91 THROUGH 2000-01

ALL SCHOOLS



(Source: Research and Planning Department, Kern High School District, 1990)

KERN HIGH SCHOOL DISTRICT
TEN-YEAR ENROLLMENT PROJECTION
REGULAR HIGH SCHOOLS
1991-92 THROUGH 1999-2001

High School	Capacity	Actual Enrollment 1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	Percent Gain/Loss In Ten Years
Arvin	1,672	1,770	1,833	1,928	1,998	2,090	2,182	2,267	2,471	2,600	2,580	2,542	43.62
Bakersfield	2,760	3,556	3,306	3,339	3,269	3,607	3,869	4,178	4,449	4,607	4,704	4,701	32.20
East	2,034	1,941	2,014	2,159	2,251	2,509	2,731	2,958	3,212	3,370	3,442	3,476	79.08
Foothill	1,953	2,090	2,089	2,059	2,074	2,232	2,416	2,599	2,740	2,806	2,807	2,789	33.44
Highland	1,860	1,797	1,894	1,939	1,968	1,978	2,184	2,440	2,683	2,835	2,898	2,919	62.44
Kern Valley	648	548	571	595	629	675	731	751	798	861	862	880	60.56
North	2,054	1,978	2,108	2,217	2,437	2,651	2,883	3,102	3,227	3,358	3,413	3,447	74.27
Shafter	982	1,132	1,228	1,237	1,286	1,388	1,435	1,571	1,647	1,667	1,726	1,724	52.30
South	1,980	2,047	1,975	2,060	2,104	2,261	2,405	2,543	2,646	2,730	2,736	2,709	32.34
Stockdale	2,128	0	811	1,365	1,981	2,393	2,809	3,261	3,722	4,130	4,499	4,761	
West	2,257	2,301	2,431	2,431	2,447	2,443	2,463	2,509	2,573	2,590	2,565	2,528	9.87
TOTAL	20,338	19,160	20,259	21,329	22,444	24,227	26,128	28,179	30,168	31,552	32,232	32,478	69.50
Annual Increase			1,099	1,070	1,115	1,783	1,901	2,051	1,989	1,384	680	244	13,316
Ratio of Enrollment to Capacity			.9961	1.0487	1.1036	1.1912	1.2847	1.3855	1.4833	1.5514	1.5848	1.5968	

(Source: Research and Planning Department, Kern High School District, October 18, 1990)

KERN HIGH SCHOOL DISTRICT
TEN-YEAR ENROLLMENT PROJECTION
SPECIAL HIGH SCHOOLS
1991-92 THROUGH 1999-2001

High School	Capacity	Actual Enrollment 1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	Percent Gain/Loss in Ten Years
Central Valley	75	71	75	78	83	87	91	97	102	107	113	119	67.61
Nueva	100	142	149	156	163	171	179	187	196	205	215	225	58.45
Vista	300	226	243	260	278	298	320	343	368	394	422	452	100.00
Vista East	300	240	257	276	296	318	341	366	393	421	451	484	101.67
Vista West	150	169	183	198	213	231	249	268	290	313	337	364	115.38
Summit	40	32	34	36	37	39	41	42	44	46	47	50	56.25
Constitn.	30	12	13	14	16	18	19	21	24	27	29	33	175.00
PHX Learning Ctr.	30	11	12	14	16	18	19	22	25	28	31	35	218.18
F. ST. IND. STD.		120	128	137	146	155	166	177	188	200	213	227	89.17
Site IND. STD.		367	389	412	436	461	488	516	545	577	610	646	76.02
Total Special Schools (W/O) Is	1,025	903	966	1,032	1,102	1,180	1,259	1,346	1,442	1,541	1,645	1,762	95.13
Total Special Schools (With) F. ST. Is	1,025	1,023	1,094	1,169	1,248	1,335	1,425	1,523	1,630	1,741	1,858	1,989	94.43
Total for All High Schools (W/O) F. ST. Is	21,363	20,063	21,225	22,361	23,546	25,407	27,387	29,525	31,610	33,093	33,877	34,238	70.65
Total District Annual Increase			1,162	1,136	1,185	1,861	1,980	2,138	2,085	1,483	784	361	14,175

(Source: Research and Planning Department, Kern High School District, October 17, 1990)

CAL STATE BAKERSFIELD
STUDENT ENROLLMENT HISTORY
1990-91

Cal State Bakersfield opened for instruction in 1968. By 1970, this College's full-time equivalent (FTE) enrollment was 799. Growth has been modest, with an average of about 2,400 full-time equivalent students from 1973 to 1984. Since 1984 the full-time equivalent student body has climbed steadily and currently rests at 4,126.

Cal State offers undergraduate and graduate programs, serves a high percentage of local people, and has as its major feeder Bakersfield College of the Kern Community College District.

There follows a chart of enrollments and full-time equivalents for the Fall quarter 1981 through Fall quarter 1990.

CAL STATE BAKERSFIELD
HEADCOUNT AND FULL-TIME EQUIVALENT
FALL, 1981 THROUGH 1990

Year	Headcount	Full-time Equivalent
1981	3,404	2,499
1982	3,335	2,473
1983	3,386	2,568
1984	3,623	2,642
1985	3,781	2,898
1986	4,333	3,194
1987	4,649	3,193
1988	4,930	3,755
1989	5,215	3,971
1990	5,451	4,126

During this ten-year period the full-time equivalent grew by 65.1 percent or six and one-half percent per year.

Source: *Office of Admissions, Cal State, Bakersfield*

PART III--INTERNAL EVALUATION

BAKERSFIELD COLLEGE
PROGRAM EVALUATION
1990-91

DESCRIPTION OF PROCESS

The program evaluation process completed in 1989-90 compassed the area of instruction, student services, and administration.

INSTRUCTION AND STUDENT SERVICES

The quantitative factors included in instruction and student services evaluations were:

(a) **INSTRUCTION**

- Average daily attendance/full-time equivalent (ADA/FTE)
- Number of students served by program
- Program cost
- Costs/ADA
- Student retention rate
- Adherence to College mission

(b) **STUDENT SERVICES**

- Total number of students served per year
- Number of students served per FTE faculty
- Program costs
- Cost per student served

The qualitative factors used in the evaluation of both instruction and student services programs were:

- Level of service to other College programs
- Community and student need for program
- Transferability/employability of program completers
- Projection of future enrollment and/or need
- Comparison with similar departments/programs at other community colleges
- Advisory committee recommendations
- Other factors deemed relevant by the department/program

Instruction and Student Services (continued)

The use of both quantitative and qualitative factors in the evaluation increases the probability of an accurate portrayal of the program.

ADMINISTRATIVE SERVICES

During 1989-90 a position was vacated, with the result that the Dean of Instruction was reassigned to be Dean for Planning and Instructional Development. The Dean of Instruction position was filled by an Associate Dean of Instruction, and the selection process for a replacement Associate Dean is to be completed in Fall 1990. In addition, a new position of Records Office Director was created, to be filled in the Fall 1990.

The Administrative Organization Committee met during the year to re-evaluate the new division structure placed into operation in Spring 1989. The Committee concluded that the structure was working well and that the division chairs were exercising their responsibilities effectively. Some curricular adjustments were made; for example, the Dance program was moved from Physical Education to Fine and Performing Arts.

The Information Services Policy Committee continued the implementation of the Information Systems Study (*ATS*). Among its accomplishments include the provision of electronic mail to all managers, division chairs, and directors; conversion or replacement of all used instructional software to the new mainframe system; phasing out the PDP 11/70 system; allocation of computer resources to instructional areas based on criteria developed by the ISPC; and considerable expansion of access to computer technology by students and staff.

EVALUATION TIMELINE

October	.... Distribution of process instructions and program quantitative data to budget/ service units.
October through January	.... Preparation of program/department plans by faculty and staff, working with department chairs and supervising deans
January	.... Preparation of budgets using plans to establish goals and priorities
November through March	.... Submission of plans to the Budget and Program Review Committee for staff position allocations (December) and equipment (March)
April	.... Submission of final budget to District

PROGRAM EVALUATION AND RECOMMENDATION SUMMARIES

INSTRUCTIONAL AND STUDENT SERVICES PROGRAMS

The following units prepared program/department plans and/or made presentations before the Budget and Program Review Committee.

Access Division
Allied Health Division
Applied Science and Technology Division
Behaviorial Science Division
Business Education Department
Communications Department
Computer Studies Department
Family and Consumer Education Division
Fine and Performing Arts Division
Health/Physical Education Division
Learning Center–Library
Mathematics Department
Modern Language Division
Philosophy Department
Physical Science
Social Science Department
Science, Engineering and Agriculture Division

FACULTY POSITIONS

Based on these plans, the Budget and Program Review Committee recommended the following faculty positions.

Replacements:

Department/Program	Number of Positions
Learning Center	1
Counseling	1
Nursing	2
Business	2
Journalism	1
Physical Education	1
Mathematics	1
English	1
Engineering	1
History/Political Science	

Faculty Positions (continued)

New positions (subject to availability of AB 1725 funding):

Department/Program	Number of Positions
English	1
Mathematics	1
Learning Center	1
Counseling	1
Economics/Political Science	1

New positions (*Second Tier*):

Department/Program	Number of Positions
Speech	1
FACE	1
Construction Technology	1
Physical Education	1
Music	1
Computer Studies	1
Human Services	1
Library	1

In addition, the plans were used as a basis for intradepartmental budgeting, curriculum and program development, departmental allocations of travel and conference funds, faculty retraining plans, definition of future program needs, and goal setting.

CERRO COSO COLLEGE
PROGRAM EVALUATION
1990-91

The following Program Recommendations are made:

(1) A new program in Millwright Technology should be developed.

(2) The Business Administration Program should consider application for Accreditation by the Association of Collegiate Business Schools and Programs.

(3) A pilot program for concurrently enrolled continuation school students in Machine Tool and Automotive Technology should be evaluated.

(4) A proposal for a new Registered Nursing Ladder should be developed.

The following Programs are being considered for deletion:

(1) Air Conditioning and Refrigeration

(2) Business Supervision

(3) Engineering Technology

(4) Solar Energy Technology

(5) Pre-Engineering

PORTERVILLE COLLEGE PROGRAM EVALUATION

1990-91

DESCRIPTION OF PROCESS

Program review at Porterville College has as its foundation three major objectives:

(1) To maintain, enhance, and promote the overall quality of instruction and services offered at Porterville College. This is accomplished by establishing an ongoing assessment of the current status of programs and their delivery. Assessment provides the College direction in making recommendations to expand, reduce, and/or improve them so that students can be better served.

(2) To respond appropriately to existing and emerging social and cultural changes as well as to changes in the requirements of businesses and educational institutions. If there is not an ongoing assessment of changes occurring in society, courses and programs can become obsolete, deficient, inaccurate and/or ineffective. Because change is continual, assessment should be continual.

(3) To utilize the state and local resources effectively and efficiently. This not only increases our credibility with the public agencies and the public in general, but also forms a basis for convincing demonstrations of need for increased support. In addition, the data can be used to make informed, objective, and fair decisions regarding the allocation of funds.

In order to meet these objectives, each program will be provided with a variety of reports, such as:

- State enrollment trends (President's Load Study)
- Attrition rates
- Successful completion rates with grade of "C" or better
- Employer Needs Assessment
- Student demographics
- Full-time/part-time teacher ratios
- Student/teacher ratios
- Total Average Daily Attendance (ADA)
- ADA/Full-time Equivalent (FTE) (efficiency ADA)
- Program costs/ADA
- Comparisons with other comparable colleges

After evaluating the information contained in these reports, and any other which the program review team may consider helpful, the divisional team will describe the program in terms of staff, students, classes, delivery systems, costs, equipment and facilities. After this assessment, the divisional program review team will establish a group of measurable goals to be implemented over a three-year period which will work toward remediating any weaknesses previously identified.

EVALUATION TIMELINE

During the 1990-91 College year, one division, with multiple programs, will be used to pilot the assessment model. Thereafter, all programs within the College will be put on a rotating schedule to accommodate evaluation on a regular basis, every three years.

Once the program review has taken place and the necessary materials completed, an interdisciplinary committee of three to five persons will review the material for completeness, accuracy and soundness of judgment. This committee will include the Dean of Instruction or his/her designee and instructors appointed by the Academic Senate. The committee may also include one or more representatives from the community at large.

BAKERSFIELD COLLEGE
ACCREDITATION
1990-91

1982 ACCREDITING TEAM RECOMMENDATIONS

(1) A plan is needed which includes a clear statement of the directions Bakersfield College will take in the foreseeable future. This plan should provide for coordination of efforts in implementing an objective process of decision-making about resource allocation, staffing, staff development, program evaluation, physical plant maintenance, and student services. The process should provide formal arrangements for input from faculty, staff, and students, as well as administrators.

(2A) A clearly stated document to guide curriculum/course planning and development is needed.

(2B) More serious attention should be paid to the declines in student enrollment in order to make decisions about current and future staffing needs.

(3) The Team still finds the 1977 Accreditation Report to have merit and recommends that the College should "use the more formalized, systematic and precise relationships and process" (1977) of interpretation of policies and procedures instead of relying on the informal means of communicating and making decisions affecting staff.

Prepare written procedure to implement a system that actively monitors affirmative action guidelines for the hiring of part-time staff, certificated as well as classified.

(4) It appears that the application of the existing materials fees and the proposed all-inclusive fee may be inconsistent with commonly held interpretations. More important, it may create an iniquity among students for services received in return for an uniformly applied fee. The fee policy should be restudied.

(5) In order to attract the maximum number of students to the College, it is recommended that a plan be formulated and implemented by which all of the marketing/recruiting efforts are coordinated and focused.

(6) It is recommended that the College review those publications which contain important student information and consider a format which is integrated, clear, and complete and that methods be devised for consistent and thorough dissemination. Further, it is suggested that the College carefully evaluate the impact on enrollment of the decision not to mail the Spring Schedule.

1982 Accrediting Recommendations (continued)

(7) The long-term objectives of Community Services classed should be formulated for better understanding throughout the College and community of the extent, purposes and direction of this growing segment. While the Team is greatly impressed with the College thrusts into the community, it feels that better coordination of the five major community programs could result in a stronger impact and fewer duplications of effort. The responsibility of Community Services, Marketing Program, Community Development, Foundation and Alumni, and Public Information Officer are now dispersed.

(8) The College should consider anti-theft strategies and means to augment the book and periodical collection, especially in the 400-600 categories. (See Standard 6C.1)

(9A) The College should develop a formal planning process designed to set priorities for facilities improvements not funded by the State which would allow the College to make effective use of limited resources.

(9B) The College must continue to be sensitive to ways to insuring that people regard the campus and off-campus sites as inviting and secure places.

(9C) Communication from the maintenance and operations staff in response to requests for service should be improved, and the reported understaffing and supervision problems should be remedied as feasible.

(9D) The College should determine if non-college use of facilities is detracting from achievement of College objectives.

(10) Although the College cannot resolve the financial problems in isolation, the Team offers the following recommendations in order to help the College adjust to changes in revenue and sources of income.

(10A) The College should undertake the task of informing the faculty and staff of the College, District and State budget process and how they can be affected by it.

(10B) The College should develop a budget contingency plan and establish priorities for funding which can be adjusted based on funding levels and the need for specific educational programs and services.

(10C) Long-range planning should be developed for the educational programs and services by forecasting the needs and projecting sources of income from local, state and federal agencies.

(10D) The continued development of the Bakersfield College Foundation should receive priority attention.

1982 Accrediting Team Recommendations (continued)

(11A) Although the President's Office is the locus of final decision-making, any reorganization should consider the values to be derived from a participatory process to build consensus, understanding, and commitment to achievement of goals.

(11B) Bakersfield College should consider ways by which the senior dean of instruction coordinates all aspects of the instructional program.

(11C) A review of College administration at the department level should be made in order to clarify roles and responsibilities commensurate with authority exercised for staff, schedule and budget.

(11D) A process should be developed which will provide for the integration, subsequent review and implementation of the five-year plans of the departments.

(11E) The College should consider reducing duplication of classified and certificated personnel.

(12) To preserve the present positive relationships in the days ahead, there is a need to continue clarifying which decisions will be made at the College and which will be made at the District, with identification of both the process and criteria to be applied when decisions result in major change.

1987 ACCREDITING TEAM RECOMMENDATIONS

Twenty-four recommendations were made by the 1982 Accreditation Team and satisfactory progress has been made by the College on ten of the recommendations. These recommendations are: Curriculum Planning (2A), Student Fees (2C), Material Fees, (4), Library Collection (8), Off-Campus Sites (9B), Facilities Use (9D), College Foundation (10D), Decision-Making (11A), Instructional Dean Role (11B), and Reduction in Duplication (11E).

Bakersfield College has made progress towards fulfilling 12 of the recommendations and they are: Future Direction (1), Student Enrollment (2), College Policies (3), Marketing Plan (5), Publications (6), Maintenance and Operations (9C), Budget Process (10A), Funding Priorities (10B), Long-Range Planning (10C), Clarification of Roles (11C), Departmental Review (11D), and College/District Relations (12). While progress towards satisfactory fulfillment of these recommendations has been made, more emphasis still needs to be placed on formalizing appropriate institutional responses.

The College has shown little or no evidence in addressing the recommendations on Community Services (7) and Setting Priorities (9A).

1987 Accrediting Recommendations (continued)

At the five-year interim accreditation point, adequate progress is being made. The 1987 accreditation team encourages the College to continue to address these recommendations as they plan for a future of continued academic and student services excellence.

In addition to responding to previous recommendations, the 1987 team believes their findings warrant the consideration of the following:

(A) Before the matriculation plan is completed the institution will need to focus on its remediation and tutoring components. The College needs to develop a plan that addresses the need for these two important student and academic services.

(B) The College needs to review its financial aid program in light of dramatic increases in student usage and staff changes since the 1982 team visit.

(C) A plan, by both the College and the District, for installation and implementation of a relational data base management system should be considered for District Data Services.

RECOMMENDATIONS FOR IMPROVING EVALUATION AND PLANNING

(D) The College leadership is encouraged to arrive at a "vision" for the College which can be articulated consistently to the campus community so that collaboratively the College can move itself forward.

(E) More work needs to be done in the area of gathering the departmental tactical plans, along with plans from all other work units, into an overall "College Plan" which can be articulated to all the staff.

(F) It is suggested that the College look at the method for setting priorities and allocating resources so that everyone is aware of College priorities and the rationale behind resource allocation.

(G) The College is encouraged to include facilities planning, deferred maintenance, and categorical program plans, such as the Vocational Education Act (VEA) and Extended Opportunity Programs and Services (EOPS), into a comprehensive plan.

(H) Given all that the College will be facing in the future, such as Title 5, Matriculation, reform, etc., it may be well to organize in such a way that all planning and evaluation be coordinated in a College-wide manner.

RESPONSE BY FALL, 1990 TO 1987 ACCREDITATION TEAM RECOMMENDATIONS

(a) REMEDIATION AND TUTORING

Bakersfield College has expanded its staff and software in the Learning Center and has expanded its student tutor offerings. Research is now being initiated to review and evaluate impact of certain Learning Center courses.

(b) FINANCIAL AID OFFICE REVIEW

The College has increased the classified staff hours.

(c) DATA BASE MANAGEMENT SYSTEM

Bakersfield College has installed a new IBM academic and administrative computer system.

(d-h) RECOMMENDATION FOR IMPROVING EVALUATION AND PLANNING

During Spring 1990 Bakersfield College developed the position of Dean for Planning and Instructional Development and a process has been initiated to involve the entire College staff in the planning process. All of the recommendations from 1987 are being directly addressed.

CERRO COSO COMMUNITY COLLEGE
ACCREDITATION
1990-91

ACCREDITING TEAM RECOMMENDATIONS

Standard One: Goals and Objectives

(1) The College should implement the first four recommendations of the previous team, which stated that in order to facilitate planning and evaluation, the College should:

- (a) determine specific objectives, sufficiently clear and precise as to be assessable, in order to implement the broad goals of the College;
- (b) establish institutional priorities for the achievement of these objectives;
- (c) establish a process for periodic review and assessment of the College mission statement, goals and objectives;
- (d) allow for participation by all segments of the College in the determination and review of the College mission, goals and objectives.

Standard Two: Educational Programs

(1) The College needs to develop an effective master planning process and plan which is supported and driven by institutional research and environmental assessment data.

(2) All course outlines should immediately be brought into compliance with state-promulgated guidelines.

(3) The College should make provision for support services at its outreach sited a top priority.

(4) The College should establish procedures for coordinating the content and standards for the same course material among full-time and adjunct instructors.

Standard Three: Institutional Staff

(1) Staff development funds should be allocated more in alignment with the expressed needs and interests of the various segments.

(2) The College should develop and implement a clearly-defined process for identifying new full-time positions.

(3) Comprehensive training in the theory, practice and legal aspects of affirmative action should be provided for all staff involved with hiring.

Standard Four: Student Services

(1) It is strongly recommended the College establish a formal process for student services program review, engaging individuals from areas outside those under review to assist in the implementation of such a process.

(2) The College as a whole and the Student Services division should review their commitment to the outreach centers and make available staffing and services commensurate with that level of commitment.

(3) The College should seriously consider the establishment of a Student Health Services program, with appropriate space and staffing.

Standard Five: Community Services

(1) The College should conduct a community needs-assessment to establish clearly articulated goals and objectives.

(2) The College should establish a broadly-based Community Services Advisory Committee to assist the College in provision of services to the community.

Standard Six: Learning Resources

(1) The budget priorities for library acquisitions should be re-examined with the objective of increasing the collection.

(2) The College should study the feasibility of expanding library hours and increasing professional staff.

(3) The College should identify means of increasing services to the outreach centers.

Standard Seven: Physical Plant

(1) The College should commit itself to establishing and developing, as appropriate, adequate facilities with respect to the outreach centers.

(2) The College should establish a long-range plan for maintenance and operations to address the needs of the current and expanding physical plant.

Standard Eight: Financial Resources

(1) It is strongly recommended the College implement the third recommendation of the previous team, that financial planning be undertaken to determine specific priorities paralleling long-range educational goals and objectives which would be funded as resources become available.

(2) The College should take **further action** on the fourth recommendation of the previous team, regarding a participatory budget process, by establishing a budget committee with membership to include representation from all segments of the College community thereby achieving broader participation in the actual budget decision-making process.

Standard Nine: Governance and Administration

(1) The College should develop and implement a comprehensive and organized process of institutional research and evaluation.

Standard Ten: District Relations

(1) The College should hold more frequent administrative meetings to expedite the dissemination of information from the District and to assure that two-way communication between the President and the management team continues to improve.

(2) The recommendation of the previous team is reiterated: the District should research the relative costs of operation for large and small colleges and develop and implement a revenue allocation system which takes into account both the diseconomy of small size and the need to increase the number and proportion of full-time faculty members.

ACCREDITATION TIMELINE

The next accreditation review is schedule for the Spring 1996.

PORTERVILLE COLLEGE
ACCREDITATION
1990-91

RESPONSES TO PREVIOUS RECOMMENDATIONS

For the most part, the College responded to the recommendations of the previous team. If they had not been implemented, explanations were provided as to the reasons why. Except where specifically noted in the team's report, activities related to the previous team's recommendations were as reported in the Self-Study.

PARTICULAR CONCERNS

Although much progress had been made since the last visit, an area of persistent concern to the team included the college's responses to future plans for meeting the needs of changing demographics in its community. Increased emphasis and efforts to develop awareness and make changes seem essential if student and community needs are to be met in the future.

Much staff concern seemed focused around the curriculum approval process. These concerns were exposed in a variety of ways and affecting other operations. Although changes were planned, complete implementation of alternative processes is necessary if the educational program is to advance. Several of the following recommendations have been resolved and others are in the process of completion. The College will address all of the recommendations before planning for the next accreditation team visit.

STANDARD ONE--GOALS AND OBJECTIVES

RECOMMENDATION ONE

The College staff and faculty should (1) review the various printed statements of goals and objectives, (2) determine those statements that most accurately define the mission of Porterville College and (3) create procedures to measure the stated goals.

STANDARD TWO--EDUCATONAL PROGRAMS

RECOMMENDATION ONE

The Academic Senate and the administration need to agree on the composition, tenure, role, responsibility and support assistance required for maintaining an effective curriculum committee.

Standard II (continued)

RECOMMENDATION TWO

Porterville College should continue to strengthen relationships with their feeder schools and to further explore areas where program articulation may take place.

RECOMMENDATION THREE

Careful consideration should be given to the Ingersoll Group, Inc. Audit's recommendations which have curricular implications.

RECOMMENDATION FOUR

Exploration of how the continuity of the evening program and the day program can be enhanced needs to occur to improve the health of the overall educational program.

STANDARD III--INSTITUTIONAL STAFF

RECOMMENDATION ONE

Further efforts need to be made in minority recruitment, particularly addressing the Hispanic population and anticipating the needs of the Asian population.

RECOMMENDATION TWO

The College affirmative action plan should be updated and include goals, timetables and strategies for compliance.

RECOMMENDATION THREE

Minorities, particularly those identified as underrepresented, need to be included in screening and selection processes and current staff should be specifically prepared for affirmative action hiring.

RECOMMENDATION FOUR

Because the roles of the Academic Senate President and the CTA Representative are distinctly different, and there exists the possibility of crossing lines of responsibility, consideration should be given to separating these functions so the same person does not serve in both areas.

STANDARD IV--STUDENT SERVICES

RECOMMENDATION ONE

Efforts are still needed to ensure consistency of information and service to students by faculty advisors.

RECOMMENDATION TWO

Provide careful and thorough publicity for the new Health Center.

STANDARD V--COMMUNITY SERVICES

There are no recommendations.

STANDARD VI--LEARNING RESOURCES

RECOMMENDATION ONE

Consideration should be given to increasing staffing in the media/audiovisual area to accommodate increasing faculty use of tape and satellite capabilities.

RECOMMENDATION TWO

The Learning Resources Center staff, in consultation with faculty and student users, needs to put together a plan (a) for further increases in equipment and (b) for systematic upkeep and repair.

RECOMMENDATION THREE

The Learning Resources Center staff should give attention to identifying ways in which handouts and the library environment can be made more user friendly for limited English speaking or first-time users of a library.

STANDARD VII--PHYSICAL RESOURCES

There are no recommendations.

STANDARD VIII--FINANCIAL RESOURCES

RECOMMENDATION ONE

Explore methods for increasing enrollment and thus the funding base by targeting multiple groups within the immediate vicinity and at extended sites for the College.

RECOMMENDATION TWO

Provide information to the staff so they might better understand what has been done and what sources have been obtained to fund special projects.

STANDARD IX--GOVERNANCE AND ADMINISTRATION

RECOMMENDATION ONE

All concerned need to explore a method and develop a satisfactory line of authority and flow of information to and from the faculty and President.

RECOMMENDATION TWO

A method be established for insuring information flow for staff appraisal and input.

STANDARD X--DISTRICT OR SYSTEM RELATIONSHIP

RECOMMENDATION ONE

Pursue comprehensive and consistent college master planning for use in predicting internal College and external community needs and responding to these needs.

RECOMMENDATION TWO

Pursue the implementation for the Ingersoll Group audit report and other documents which provide valuable analysis and recommendations for the future.

RECOMMENDATION THREE

Explore means for organized utilization of available research and data analysis of changes and existing conditions when planning for the future.

PART IV--INSTRUCTIONAL SERVICES

KERN COMMUNITY COLLEGE DISTRICT
INVENTORY OF APPROVED PROGRAMS WITH THE CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
1990-91*

Taxonomy of Programs (TOP Code)	Program Title	College	Program Type	Notations
	Agriculture/Natural Resources			
0101.10	General Agriculture	Bakersfield	Certificate--AA/AS Degree Program	
		Cerro Coso	Conjoint Program with BC	
		Porterville	Certificate--AA/AS Degree Program	
0102.10	Livestock Management	Bakersfield	Certificate--AA/AS Degree Program	
		Porterville	AA/AS Degree Program	Program deleted 1986-87
0102.40	Plant Science	Bakersfield	Certificate--AA/AS Degree Program	
		Cerro Coso	Conjoint Program with BC	
0109.10	Ornamental Horticulture Management	Bakersfield	Certificate--AA/AS Degree Program	
0112.10	Agri-Business (Sales and Service)	Bakersfield	Certificate--AA/AS Degree Program	
0114.20	Forest Protection	Porterville	Certificate--AA/AS Degree Program	
0115.10	Natural Resources Management	Bakersfield	Certificate--AA/AS Degree Program	
		Cerro Coso	Conjoint Program with BC	
0116.30	Farm Mechanics	Bakersfield	Certificate--AA/AS Degree Program	

*As of December 7, 1990

Taxonomy of Programs (TOP Code)	Program Title	College	Program Type	Notations
	Architecture and Environmental Design			
0201.00	Environmental Design, General	Bakersfield	Certificate--AA/AS Degree Program	
	Biological Science			
0401.00	Natural (Life) Science, General	Porterville	AA/AS Degree Program	
0401.10	Biology	Bakersfield Cerro Coso	AA/AS Degree Program AA/AS Degree Program	
0402.00	Botany, General	Bakersfield Cerro Coso	AA/AS Degree Program AA/AS Degree Program	
0407.00	Zoology, General	Cerro Coso	AA/AS Degree Program	
0410.00	Physiology (including Anatomy)	Bakersfield Cerro Coso	AA/AS Degree Program AA/AS Degree Program	
0420.00	Ecology	Cerro Coso	AA/AS Degree Program	
	Business and Management			
0501.00	Business and Commerce, General	Bakersfield Cerro Coso	Certificate--AA/AS Degree Program AA/AS Degree Program	
0502.00	Accounting	Bakersfield Cerro Coso Porterville	Certificate--AA/AS Degree Program AA/AS Degree Program AA/AS Degree Program	

Taxonomy of Programs (TOP Code)	Program Title	College	Program Type	Notations
	Business and Management (continued)			
0504.00	Banking and Finance	Bakersfield Porterville	Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program	
0506.00	Business Management	Bakersfield Cerro Coso Porterville	Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program	
0506.20	Hotel/Motel Management	Bakersfield	Certificate--AA/AS Degree Program	Program deleted 1986-87
0506.30	Management, Development & Supervision	Cerro Coso Porterville	Projected date 1987-88 Certificate Program	
0509.00	Marketing and Distribution	Porterville	AA/AS Degree Program	Program deleted 1986-87
0509.10	Advertising	Bakersfield	Certificate--AA/AS Degree Program	
0509.50	Merchandising (Including Sales)	Bakersfield Cerro Coso	Certificate--AA/AS Degree Program AA/AS Degree Program	
0511.00	Real Estate	Bakersfield Cerro Coso Porterville	Certificate--AA/AS Degree Program Conjoint Program with BC Certificate--AA/AS Degree Program	
0512.00	Insurance	Bakersfield	Certificate--AA/AS Degree Program	
0514.00	Secretarial Studies, General	Bakersfield Cerro Coso Porterville	Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program	

Taxonomy of Programs (TOP Code)	Program Title	College	Program Type	Notations
	Business and Management (continued)			
0514.50	Clerical (Including Office Practice)	Bakersfield Cerro Coso Porterville	Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program	
	Communications			
0601.00	Communications, General	Bakersfield	AA/AS Degree Program	
0602.00	Journalism	Bakersfield Cerro Coso Porterville	Certificate--AA/AS Degree Program AA/AS Degree Program AA/AS Degree Program	
0603.00	Radio/Television	Bakersfield	Certificate--AA/AS Degree Program	
	Computer and Information Science			
0701.00	Computer & Information Science, General	Bakersfield Cerro Coso Porterville	Certificate--AA/AS Degree Program AA/AS Degree Program Certificate--AA/AS Degree Program	
0703.00	Data Processing	Bakersfield Cerro Coso	Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program	

Taxonomy of Programs (TOP Code)	Program Title	College	Program Type	Notations
	Education			
0808.00	Special Education	Bakersfield	AA/AS Degree Program	
0835.00	Physical Education	Bakersfield Cerro Coso Porterville	Certificate--AA/AS Degree Program AA/AS Degree Program AA/AS Degree Program	
0835.50	Intercollegiate Athletics	Bakersfield	AA/AS Degree Program	
0839.00	Industrial Arts	Bakersfield Porterville	Certificate--AA/AS Degree Program AA/AS Degree Program	Program deleted 1986-87
	Engineering and Related Technology **Industrial Technology**			
0901.00	Engineering, General	Bakersfield Cerro Coso Porterville	Certificate--AA/AS Degree Program AA/AS Degree Program AA/AS Degree Program	
0925.00	General Engineering Technology	Bakersfield Porterville	Certificate Program AA/AS Degree Program	Apprenticeship
0925.30	Electrical	Bakersfield Cerro Coso	Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program	
0925.40	Electronics	Bakersfield Cerro Coso	Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program	
0930.00	Technologies & Occupational Curricula	Bakersfield	Certificate--AA/AS Degree Program	

Taxonomy of Programs (TOP Code)	Program Title	College	Program Type	Notations
	Engineering and Related Technology Industrial Technology (continued)			
0934.20	Industrial Electronics	Bakersfield	Certificate--AA/AS Degree Program	
0934.40	Electrical-Power	Bakersfield	Certificate--AA/AS Degree Program	
0935.00	Electromechanical Technology	Bakersfield	Certificate--AA/AS Degree Program	
0945.40	Refrigeration Systems	Cerro Coso	Certificate--AA/AS Degree Program	
0948.10	Auto Mechanics	Bakersfield Cerro Coso Porterville	Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program	
0948.20	Body-Fender	Bakersfield Cerro Coso	Certificate--AA/AS Degree Program Projected date 1988-89	
0950.30	Commercial Pilot	Bakersfield Cerro Coso Porterville	Certificate--AA/AS Degree Program Conjoint Program with BC AA/AS Degree Program	
0952.00	Construction Crafts Technology	Bakersfield	Certificate--AA/AS Degree Program Conjoint Program with PC	Full Program approval pending
0952.10	Carpentry	Porterville	AA/AS Degree Program	
0952.20	Electrical	Bakersfield Porterville	Certificate--AA/AS Degree Program AA/AS Degree Program	Apprenticeship Program deleted 1986-87
0952.30	Plumbing	Bakersfield	Certificate--AA/AS Degree Program	Apprenticeship

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Taxonomy of Programs (TOP Code)	Program Title	College	Program Type	Notations
	Engineering and Related Technology Industrial Technology (continued)			
0952.60	Masonary and Plastering	Bakersfield	Certificate--AA/AS Degree Program	Apprenticeship
0952.70	Painting and Decorating	Bakersfield	Certificate--AA/AS Degree Program	Apprenticeship
0953.00	Drafting Technology	Bakersfield	Certificate--AA/AS Degree Program	
		Cerro Coso	AA/AS Degree Program	
		Porterville	Certificate--AA/AS Degree Program	
0954.30	Petroleum	Bakersfield	AA/AS Degree Program	
0956.00	Industrial Technology, General	Bakersfield	Certificate--AA/AS Degree Program	Approval Pending
		Porterville	AA/AS Degree Program	
0956.20	Metalworking	Bakersfield	Certificate--AA/AS Degree Program	Apprenticeship
		Cerro Coso	AA/AS Degree Program	
0956.30	Machine Tool/Machine Shop	Bakersfield	Certificate--AA/AS Degree Program	
		Cerro Coso	AA/AS Degree Program	
		Porterville	AA/AS Degree Program	Program deleted 1986-87
0956.50	Welding and Cutting	Bakersfield	Certificate--AA/AS Degree Program	
		Cerro Coso	AA/AS Degree Program	
		Porterville	Certificate--AA/AS Degree Program	
0956.80	Industrial Quality Control	Cerro Coso	Certificate--AA/AS Degree Program	Approval pending
0957.30	Surveying	Bakersfield	Certificate--AA/AS Degree Program	

Taxonomy of Programs (TOP Code)	Program Title	College	Program Type	Notations
	Fine and Applied Arts			
1001.00	Fine Arts, General	Bakersfield Cerro Coso Porterville	AA/AS Degree Program AA/AS Degree Program AA/AS Degree Program	
1002.00	Art	Bakersfield Cerro Coso	AA/AS Degree Program AA/AS Degree Program	
1004.00	Music	Bakersfield Cerro Coso	AA/AS Degree Program AA/AS Degree Program	
1004.10	Performance (Choral, Band, etc.)	Bakersfield	AA/AS Degree Program	
1007.00	Dramatic Arts	Bakersfield Cerro Coso	AA/AS Degree Program AA/AS Degree Program	
1007.10	Technical Theatre	Bakersfield	Certrificate--AA/AS Degree Program	
1009.00	Applied Design	Bakersfield	AA/AS Degree Program	
1011.00	Photography	Bakersfield	AA/AS Degree Program	
1030.00	Graphic Arts	Bakersfield Cerro Coso	AA/AS Degree Program Certificate Program	 Approval pending

Taxonomy of Programs (TOP Code)	Program Title	College	Program Type	Notations
	Foreign Language			
1101.00	Foreign Languages, General	Bakersfield	AA/AS Degree Program	
1102.00	French	Cerro Coso Porterville	AA/AS Degree Program AA/AS Degree Program	
1103.00	German	Bakersfield Cerro Coso Porterville	AA/AS Degree Program AA/AS Degree Program AA/AS Degree Program	
1105.00	Spanish	Bakersfield Cerro Coso Porterville	AA/AS Degree Program AA/AS Degree Program AA/AS Degree Program	
1106.00	Russian	Cerro Coso Porterville	AA/AS Degree Program AA/AS Degree Program	
	Health			
1203.00	Nursing	Bakersfield	AA/AS Degree Program	
1203.10	Nursing, R.N.	Bakersfield Cerro Coso Porterville	AA/AS Degree Program Conjoint Program with BC Conjoint Program with BC	

Taxonomy of Programs (TOP Code)	Program Title	College	Program Type	Notations
	Health (continued)			
1203.20	Nursing, L.V.N.	Bakersfield	Certificate--AA/AS Degree Program	
		Cerro Coso	AA/AS Degree Program	
		Porterville	Certificate--AA/AS Degree Program	
1203.70	Medical Assistant and Office Technician	Bakersfield	AA/AS Degree Program	
1204.10	Dental Assistant	Bakersfield	Certificate--AA/AS Degree Program	Inactive status eff. Fall 1989
1215.10	Medical Records Technician	Porterville	Projected 1990-91	Approval Pending
1225.00	Radiological Technology	Bakersfield	AA/AS Degree Program	
1239.00	Psychiatric Technology	Porterville	Certificate--AA/AS Degree Program	
1250.00	Emergency Medical Service	Bakersfield	Certificate--AA/AS Degree Program	
		Cerro Coso	Conjoint Program with BC	
		Porterville	Certificate Program	
	Consumer Education and Home Economics			
1301.00	Consumer Homemaking Education	Bakersfield	Certificate--AA/AS Degree Program	
		Cerro Coso	AA/AS Degree Program	
		Porterville	AA/AS Degree Program	
1302.00	Home Decoration and Equipment	Bakersfield	Certificate--AA/AS Degree Program	

Taxonomy of Programs (TOP Code)	Program Title	College	Program Type	Notations
	Consumer Education and Home Economics(continued)			
1303.00	Clothing and Textiles	Bakersfield	Certificate--AA/AS Degree Program	
1305.00	Family Relations and Child Development	Bakersfield	Certificate--AA/AS Degree Program	
1306.00	Foods and Nutrition	Bakersfield	Certificate--AA/AS Degree Program	
1307.00	Institutional Management	Bakersfield	Certificate--AA/AS Degree Program	
	Law, General			
•1401.10	Legal Assistant (Paralegal)	Porterville	Projected date 1987-88	
	Humanities (Letters)			
1501.00	English	Bakersfield Cerro Coso Porterville	AA/AS Degree Program AA/AS Degree Program AA/AS Degree Program	
1503.00	Comparative Literature	Bakersfield Cerro Coso Porterville	AA/AS Degree Program AA/AS Degree Program AA/AS Degree Program	
1504.00	Classics	Bakersfield	AA/AS Degree Program	

Taxonomy of Programs (TOP Code)	Program Title	College	Program Type	Notations
	Humanities (Letters) (continued)			
1506.00	Speech, Debate, Forensic Science	Bakersfield	AA/AS Degree Program	
		Cerro Coso	AA/AS Degree Program	
		Porterville	AA/AS Degree Program	
1509.00	Philosophy	Bakersfield	AA/AS Degree Program	
		Cerro Coso	AA/AS Degree Program	
		Porterville	AA/AS Degree Program	
	Mathematics			
1701.00	Mathematics, General	Bakersfield	AA/AS Degree Program	
		Cerro Coso	AA/AS Degree Program	
		Porterville	AA/AS Degree Program	
1701.10	Mathematics, General for Nonmajors	Bakersfield	AA/AS Degree Program	
	Physical Sciences			
1901.00	Physical Sciences, General	Bakersfield	AA/AS Degree Program	
		Cerro Coso	AA/AS Degree Program	
		Porterville	AA/AS Degree Program	
1902.00	Physics, General	Bakersfield	AA/AS Degree Program	
		Cerro Coso	AA/AS Degree Program	

Taxonomy of Programs (TOP Code)	Program Title	College	Program Type	Notations
	Physical Sciences (continued)			
1905.00	Chemistry, General	Bakersfield Cerro Coso	AA/AS Degree Program AA/AS Degree Program	
1914.00	Geology	Bakersfield Cerro Coso	AA/AS Degree Program AA/AS Degree Program	
	Psychology			
2001.00	Psychology, General	Bakersfield Cerro Coso Porterville	AA/AS Degree Program AA/AS Degree Program AA/AS Degree Program	
	Public Affairs and Service			
2104.10	Social Work Aide	Porterville	Certificate Program	
2105.00	Administration of Justice	Bakersfield Cerro Coso Porterville	Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program	
2105.10	Corrections	Bakersfield	Certificate--AA/AS Degree Program	
2107.00	Human Services	Bakersfield Porterville	AA/AS Degree Program Certificate--AA/AS Degree Program	
2107.10	Early Childhood Education Aide	Bakersfield Cerro Coso Porterville	Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program Certificate Program	

Taxonomy of Programs (TOP Code)	Program Title	College	Program Type	Notations
	Public Affairs and Service (continued)			
2107.50	Education Aide (Classroom Assistant)	Bakersfield Cerro Coso Porterville	Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program AA/AS Degree Program	
2107.60	Recreation Assistant	Bakersfield	Certificate--AA/AS Degree Program	
2133.00	Fire Control Technology	Bakersfield Cerro Coso Porterville	Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program Certificate--AA/AS Degree Program	
2133.10	Fire and Safety Technician	Bakersfield	Certificate--AA/AS Degree Program	
2199.10	Hazardous Materials Technology	Bakersfield	Certificate--AA/AS Degree Program	Approval pending
	Social Sciences			
2201.00	Social Sciences, General	Bakersfield Cerro Coso Porterville	AA/AS Degree Program AA/AS Degree Program AA/AS Degree Program	
2202.00	Anthropology	Bakersfield Cerro Coso	AA/AS Degree Program AA/AS Degree Program	
2202.10	Ethnic Studies	Bakersfield	Certificate--AA/AS Degree Program	

Taxonomy of Programs (TOP Code)	Program Title	College	Program Type	Notations
	Social Sciences (continued)			
2204.00	Economics	Bakersfield Cerro Coso	AA/AS Degree Program AA/AS Degree Program	
2205.00	History	Bakersfield Cerro Coso Porterville	AA/AS Degree Program AA/AS Degree Program AA/AS Degree Program	
2207.00	Political Science	Bakersfield Cerro Coso	AA/AS Degree Program AA/AS Degree Program	
2208.00	Sociology	Bakersfield Cerro Coso Porterville	AS/AS Degree Program AA/AS Degree Program AA/AS Degree Program	
	Commercial Services			
3002.00	Food Service Technology	Bakersfield	Certificate Program	
3002.30	Waiter/Waitress	Bakersfield	Certificate--AA/AS Degree Program	
3007.00	Cosmetology	Bakersfield	Certificate Program	
	Interdisciplinary Studies			
4902.00	Biological and Physical Science	Cerro Coso	AA/AS Degree Program	
4903.00	Humanities	Cerro Coso	AA/AS Degree Program	

Taxonomy of Programs (TOP Code)	Program Title	College	Program Type	Notations
	Interdisciplinary Studies (continued)			
4903.10	Humanities and Fine Arts	Cerro Coso	AA/AS Degree Program	
4930.00	General Studies	Bakersfield Cerro Coso Porterville	AA/AS Degree Program AA/AS Degree Program AA/AS Degree Program	
4930.30	Learning Skills--Handicapped	Bakersfield	Certificate--AA/AS Degree Program	
4930.70	Reading Skills	Bakersfield	AA/AS Degree Program	

BAKERSFIELD COLLEGE
EDUCATIONAL PROGRAMS
1990-91

GENERAL OVERVIEW:

Bakersfield College offers the following numbers of courses in the listed categories:

*840	Transfer Courses
*827	Occupational/Vocational
*763	Non-Transfer
22	Remedial
62	Community Service

* Totals include courses currently in "deep freeze" which may be reinstated for instruction at a later date.

PROPOSED ADDITIONS

(1) Applied Science and Technology Division Construction Technology Certificate--expansion of program

(2) Business and Public Administration Division Court Reporting (Associate in Science/ Certificate) Program not anticipated for 1990-91 academic year

(3) Family and Consumer Education Division Infant/Toddler (Certificate)--has not been developed

(4) Math and Computer Science Division
Microcomputer Specialist Certificate to be developed by the Computer Science Department

PROPOSED DELETIONS

- **Allied Health Division**–The Dental Assisting Program remains in *deep freeze*
- **Family and Consumer Education Division**–Cosmetology Certificate program to be *deleted*
- **Applied Science and Technology Division**–Floorcovering Apprenticeship program was recently deleted
- **Science, Engineering and Agriculture Division**–Architectural Drafting Certificate program will be placed in *deep freeze*

CERRO COSO COMMUNITY COLLEGE
EDUCATIONAL PROGRAMS
1990-91

GENERAL OVERVIEW

Cerro Coso Community College provides comprehensive educational programs. In addition to programs leading to the Associate degree or Certificates of Completion, courses and programs in Basic Skills, General Studies and California State University General Education Certification are provided.

Cerro Coso Community College provides Associate in Science degrees in the following areas:

- Administration of Justice
- Automotive Technology
- Business Administration
- Business Office Careers
- Business Supervision
- Computer Technology
- Drafting Technology
- Early Childhood Development
- Electronics Technology
- Engineering Technology
- Family and Consumer Education
- Fire Science
- Machine Tool Technology
- Physical Science Technology
- Vocational Nursing
- Welding Technology

The College provides Associate in Arts degrees in:

- Art
- General Sciences
- Humanities
- Pre-Engineering
- Social Sciences

General Overview (continued)

Cerro Coso provides Certificates of Completion in the following areas:

- Administration of Justice
- Automotive Technology
- Business Administration
- Business Office Careers
- Computer Science
- Drafting Technology
- Early Childhood Development
- Electronics Technology
- Emergency Medical Technician 1 (Ambulance)
- Engineering Technology
- Fire Science
- Machine Tool Technology
- Physical Science Technology
- Vocational Nursing
- Welding

PROPOSED ADDITIONS

PROGRAM	YEAR
Millwright	1990-91
Registered Nursing (Ladder)	1991-92
Resort Management	1991-92

PROPOSED DELETIONS

A review of courses listed in the College Catalog compared with courses scheduled during the previous two years is underway. These courses are being considered for deletion.

PORTERVILLE COLLEGE
EDUCATIONAL PROGRAMS
1990-91

GENERAL OVERVIEW

Porterville College offers a wide range of instructional offerings including the following:

(1) Lower-division courses and programs for students planning to transfer to a four-year college or university.

(2) Occupational training programs to train, retrain, and upgrade workers in technical areas.

(3) Developmental education (basic skills) assistance for students who lack the skills essential for successful completion of their college education.

(4) Lifelong learning opportunities for individuals of all ages pursuing a variety of personal educational goals.

(5) Special education courses for the developmentally disabled and the aged.

In addition, Porterville College provides instructional services to support the academic pursuits of the students. These include the library media services, with over 20,000 books and materials; tutorial services; and the learning center, which offers individualized programs in a variety of subjects on a flexible schedule.

PROPOSED ADDITIONS

None are proposed.

PROPOSED DELETIONS

None are proposed.

BAKERSFIELD COLLEGE
NEW COURSES
1990-91

ACCESS DIVISION

New courses to be developed by the Access Division include:

- LRN S 78 Understanding Basic Math
- LRN S 196 Strategic Learning System
- LRN S 292 Spelling

ALLIED HEALTH DIVISION

No new courses are presently being planned for this division.

APPLIED SCIENCE AND TECHNOLOGY DIVISION

The Hazardous Materials Technician Training Program will include several new courses to be developed by Ann Boyce, Coordinator.

The Apprenticeship Program will add the following new course:

- APPR 65 Medical Gas Installers and Brazers

BEHAVIORAL SCIENCE DIVISION

There are no new courses planned for this division.

BUSINESS AND PUBLIC ADMINISTRATION DIVISION

There are no new courses planned for this division.

FAMILY AND CONSUMER EDUCATION DIVISION

This division will continue program review. New courses to be developed include:

- CH DV 52 Care of Infants and Toddlers with Handicaps

FINE AND PERFORMING ARTS DIVISION

There are no new courses planned for this division.

HEALTH AND PHYSICAL EDUCATION DIVISION

There are no new courses planned for this division.

MATH AND COMPUTER SCIENCE DIVISION

There are no new courses planned for the Math Department. However, several courses are in the initial stages of planning in the Computer Science Department. At this time, course numbers and titles are not available, but the content will cover networking and telecommunications.

MODERN LANGUAGES DIVISION

There are no new courses planned for this division.

SCIENCE, ENGINEERING AND AGRICULTURE DIVISION

New course:

- AGRIC 248 Cooperative Work Experience Education (alternate plan)

SOCIAL SCIENCE AND PHILOSOPHY DIVISION

There are no new courses planned for this division.

CERRO COSO COMMUNITY COLLEGE
NEW COURSES
1990-91

CREDIT COURSES NOT PART OF AN APPROVED PROGRAM

None are proposed for 1990-91.

NON-CREDIT COURSES

None are proposed for 1990-91.

PORTERVILLE COLLEGE
NEW COURSES
1990-91

CREDIT COURSES NOT PART OF AN APPROVED PROGRAM

None are proposed for 1990-91.

NON-CREDIT COURSES

None are proposed for 1990-91.

CREDIT COURSES PART OF AN APPROVED PROGRAM

CRIM 72	Careers and Techniques in Law Enforcement
MATH 4L	Analytic Geometry and Calculus Lab
MATH 5L	Analytic Geometry and Calculus Lab
MATH 6L	Advanced Engineering Mathematics Lab
PE 15	Advanced Softball (Women)
ENGL 85R	Reading Foundations

KERN COMMUNITY COLLEGE DISTRICT
OUT-OF-DISTRICT COURSES
1990-91

BAKERSFIELD COLLEGE

Bakersfield College and Taft College jointly operate a program in Petroleum Technology. The program leads to certificates and to Associate degrees in Petroleum Technology and General Engineering Technology. The program is operated under the auspices of WESTEC, a non-profit foundation. Taft College coordinates, advises and instructs the classes. WESTEC offers all of the field-based and laboratory coursework. Students may opt for a degree from either institution and can expect full reciprocity for coursework.

CERRO COSO COLLEGE

Courses necessary for the completion of the following programs will be offered in Inyo and Southern Mono counties during the 1990-91 academic year: Vocational Nursing, Business Office Careers, General Business, California State University General Education Certification, General Studies, Computer Sciences, Art, General Sciences, Fire Science and Police Science.

Requests to establish and conduct classes have been approved by the Lone Pine Unified District, Bishop Union High School District, Mammoth Unified School District and Inyo and Mono County Boards of Education. Copies of the 1982-83 application forms (CCC-EP-4) are on file in the State Chancellor's Office. Cerro Coso College continues to offer classes in this non-district territory in response to the 1982-83 requests.

PORTERVILLE COLLEGE

Porterville College does not plan to offer courses in non-district territory during 1990-91.

BAKERSFIELD COLLEGE
COMMUNITY SERVICE COURSES
1990-91

CURRENT (1990-91)

DESCRIPTION OF COMMUNITY NEEDS MET

In keeping with the California Master Plan for Higher Education, Community Services fulfills the goal of providing community education and programs and services for its local citizenry. Community Services consists of educational and cultural programs that are self-supporting and fee-based. Community education (not for credit/fee based) classes, bus tours, Arts Ascending Concert Series, lecture series, planetarium, and other activities are all components of the Community Services programs.

Number of courses offered	80
Number of students served	10,000
Anticipated income	$80,000
Anticipated expenditures	$80,000 direct costs

PROJECTED (1991-92)

DESCRIPTION OF COMMUNITY NEEDS

In keeping with the California Master Plan for Higher Education, Community Services fulfills the goal of providing community education and programs and services for its local citizenry. Community Services consists of educational and cultural programs that are self-supporting and fee-based. Community education (not for credit/fee based) classes, bus tours, Arts Ascending Concert Series, lecture series, planetarium, and other activities are all components of the Community Services programs. We continue to upgrade programs and offerings through the direction of the Bakersfield College Community Services Committee.

Number of Courses to be offered	90
Number of students to be served	11,000
Anticipated income	$95,000
Anticipated expenditures	$95,000 direct costs

PORTERVILLE COLLEGE
COMMUNITY SERVICE COURSES
1990-91

1990-91 (CURRENT)

DESCRIPTION OF COMMUNITY NEEDS MET

The community service program at Porterville College is limited to specifically identified and supported community needs. This program for 1990-91 includes courses in traffic safety and tear gas training.

Number of courses offered	25
Number of students served	1,042
Anticipated income	$20,840
Anticipated expenditures	$20,840

1991-92 (PROJECTED)

DESCRIPTION OF COMMUNITY NEEDS

Community service needs continue to include traffic safety, tear gas training, swimming training, telecommunication programs in business and horsemanship. Consideration also could be given to other activities such as tours, film series, travel agency course, single living, stress management, drugs and alcohol, and family loss.

Number of courses to be offer	30
Number of students to be served	1,250
Anticipated income	$25,950
Anticipated expenditures	$25,950

BAKERSFIELD COLLEGE
ACADEMIC CALENDAR
1990-91

Months of Instruction	S	M	T	W	Th	F	S	Notations
AUGUST				1	2	3	4	
10 days of instruction	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	Aug.20 - Instruction Begins, Fall
	19	△ 20	21	22	23	24	25	
	26	27	28	29	30	31		
SEPTEMBER							1	
19 days of instruction	2	☒ 3	4	5	6	7	8	Sep.3 - Labor Day Holiday
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30							
OCTOBER		1	2	3	4	5	6	
23 days of instruction	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30	31				
NOVEMBER					1	2	3	
19 days of instruction	4	5	6	7	8	9	10	
	11	☒ 12	13	14	15	16	17	Nov.12 - Veterans' Day Holiday
	18	19	20	21	☒ 22	☒ 23	24	Nov.21 - No Evening Classes
	25	26	27	28	29	30		Nov.22-23 - Thanksgiving Holiday
DECEMBER							1	
15 days of instruction	2	3	4	5	6	7	8	Dec.21 - End of Fall Semester
86 total semester days--Fall	9	10	11	12	13	14	15	Dec.24 - Jan.11 - Winter Recess
	16	17	18	19	20	○ 21	22	
	23	☒ 24	☒ 25	☐ 26	☐ 27	☐ 28	29	Dec.24-25 - Christmas Holidays
	30	☒ 31						Dec.31 - New Year's Day Holiday
JANUARY			☒ 1	☐ 2	☐ 3	☐ 4	5	Jan.1 - New Year's Day Holiday
13 days of instruction	6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	12	
	13	△ 14	15	16	17	18	19	Jan.14 - Instruction Begins, Spring
	20	21	22	23	24	25	26	Jan.21 - Martin Luther King, Jr. Day Holiday
	27	28	29	30	31			
FEBRUARY						1	2	
18 days of instruction	3	4	5	6	7	☒ 8	9	Feb.8 - Lincoln Day Holiday
	10	11	12	13	14	15	16	Feb.15 - Susan B. Anthony Day*
	17	☒ 18	19	20	21	22	23	Feb.18 - Washington Day Holiday
	24	25	26	27	28			
MARCH						1	2	Mar.5 - Black American Day *
16 days of instruction	3	4	5	6	7	8	9	Mar.7 - Conservation, Bird & Arbor Day *
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	Mar.25-29 - Spring Recess
	24	☐ 25	☐ 26	☐ 27	☐ 28	☒ 29	30	Mar.29 - Spring Holiday
	31							
APRIL		1	2	3	4	5	6	
22 days of instruction	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30					
MAY				1	2	3	4	
20 days of instruction	5	6	7	8	9	10	11	May 27 - Memorial Day Holiday
89 total semester days--Spring	12	13	14	15	16	17	18	
175 total days (1990-91)	19	20	21	22	23	24	25	May 29 - End of Spring Semester
	26	☒ 27	28	○ 29	30	31		May 30 - Commencement
JUNE							1	
	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	△ 17	18	19	20	21	22	Jun.17 - Instruction Begins, Summer Summer
	23	24	25	26	27	28	29	
	30							
JULY		1	2	3	☒ 4	5	6	Jul.4 - Independence Day Holiday
	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	○ 26	27	Jul.26 - Summer Session Ends
	28	29	30	31				

Instruction Begins △
Instructional Recess ☐
Instruction Ends ○
College Closed ☒

Final Exams Fall -
Dec. 14,17,18,19,20,21
Final Exams Spring -
May 21,22,23,24,28,29

*Appropriate observences will be scheduled.

ADOPTED BY
THE BOARD OF TRUSTEES
FEBRUARY 15, 1990

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CERRO COSO COMMUNITY COLLEGE
ACADEMIC CALENDAR
1990-91

Months of Instruction	S	M	T	W	Th	F	S	Notations
AUGUST				1	2	3	4	
10 days of instruction	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	Aug.20 - Instruction Begins, Fall
	19	△20	21	22	23	24	25	
	26	27	28	29	30	31		
SEPTEMBER							1	
19 days of instruction	2	☒3	4	5	6	7	8	Sep.3 - Labor Day Holiday
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30							
OCTOBER		1	2	3	4	5	6	
22 days of instruction	7	☐8	9	10	11	12	13	Oct.8 - Columbus Day
	14	15	16	17	18	19	20	Instructional Recess
	21	22	23	24	25	26	27	
	28	29	30	31				
NOVEMBER					1	2	3	
19 days of instruction	4	5	6	7	8	9	10	
	11	☒12	13	14	15	16	17	Nov.12 - Veterans' Day Holiday
	18	19	20	21	☒22	☒23	24	Nov.22-23 - Thanksgiving Holidays
	25	26	27	28	29	30		
DECEMBER							1	
15 days of instruction	2	3	4	5	6	7	8	Dec.21 - End of Fall Semester
85 total semester days--Fall	9	10	11	12	13	14	15	Dec.24 - Jan.11 - Winter Recess
	16	17	18	19	20	○21	22	
	23	☒24	☒25	☐26	☐27	☐28	29	Dec.24-25 - Christmas Holidays
	30	☒31						Dec.31 - New Year's Day Holiday
JANUARY			☒1	☐2	☐3	☐4	5	Jan.1 - New Year's Day Holiday
13 days of instruction	6	☐7	☐8	☐9	☐10	☐11	12	
	13	△14	15	16	17	18	19	Jan.14 - Instruction Begins, Spring
	20	☒21	22	23	24	25	26	Jan.21 - Martin Luther King, Jr. Day Holiday
	27	28	29	30	31			
FEBRUARY						1	2	
18 days of instruction	3	4	5	6	7	☒8	9	Feb.8 - Lincoln Day Holiday
	10	11	12	13	14	15	16	Feb.15 - Susan B. Anthony Day*
	17	☒18	19	20	21	22	23	Feb.18 - Washington Day Holiday
	24	25	26	27	28			
MARCH						1	2	Mar.5 - Black American Day *
16 days of instruction	3	4	5	6	7	8	9	Mar.7 - Conservation, Bird & Arbor
	10	11	12	13	14	15	16	Day*
	17	18	19	20	21	22	23	Mar.25-29 - Spring Recess
	24	☐25	☐26	☐27	☐28	☒29	30	Mar.29 - Spring Holiday
	31							
APRIL		1	2	3	4	5	6	
22 days of instruction	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30					
MAY				1	2	3	4	
21 days of instruction	5	6	7	8	9	10	11	May 27 - Memorial Day Holiday
90 total semester days--Spring	12	13	14	15	16	17	18	
175 total days (1990-91)	19	20	21	22	23	24	25	May 30 - End of Spring Semester
	26	☒27	28	29	○30	31		May 31 - Commencement
JUNE							1	
	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	△17	18	19	20	21	22	Jun.17 - Instruction Begins, Summer
	23	24	25	26	27	28	29	Summer
	30							
JULY		1	2	3	☒4	5	6	Jul.4 - Independence Day Holiday
	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	○26	27	Jul.26 - Summer Session Ends
	28	29	30	31				

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FEBRUARY 15, 1990

Instruction Begins △ Instructional Recess ☐

Instruction Ends ○ College Closed ☒

Final Exams Fall -
Dec. 17,18,19,20,21
Final Exams Spring -
May 23,24,28,29,30

*Appropriate observences will be scheduled.

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PORTERVILLE COLLEGE
ACADEMIC CALENDAR
1990-91

Months of Instruction	S	M	T	W	Th	F	S	Notations
AUGUST				1	2	3	4	
10 days of instruction	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	Aug.20 - Instruction Begins, Fall
	19	△20	21	22	23	24	25	
	26	27	28	29	30	31		
SEPTEMBER							1	
19 days of instruction	2	☒3	4	5	6	7	8	Sep.3 - Labor Day Holiday
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30							
OCTOBER		1	2	3	4	5	6	
23 days of instruction	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30	31				
NOVEMBER					1	2	3	
19 days of instruction	4	5	6	7	8	9	10	
	11	☒12	13	14	15	16	17	Nov.12 - Veterans' Day Holiday
	18	19	20	21	☒22	☒23	24	Nov.22-23 - Thanksgiving Holidays
	25	26	27	28	29	30		
DECEMBER							1	
15 days of instruction	2	3	4	5	6	7	8	Dec.21 - End of Fall Semester
86 total semester days--Fall	9	10	11	12	13	14	15	Dec.24 - Jan.11 - Winter Recess
	16	17	18	19	20	○21	22	
	23	☒24	☒25	☐26	☐27	☐28	29	Dec.24-25 - Christmas Holidays
	30	☒31						Dec.31 - New Year's Day Holiday
JANUARY			☒1	☐2	☐3	☐4	5	Jan.1 - New Year's Day Holiday
13 days of instruction	6	☐7	☐8	☐9	☐10	☐11	12	
	13	△14	15	16	17	18	19	Jan.14 - Instruction Begins, Spring
	20	☒21	22	23	24	25	26	Jan.21 - Martin Luther King, Jr. Day Holiday
	27	28	29	30	31			
FEBRUARY						1	2	
18 days of instruction	3	4	5	6	7	☒8	9	Feb.8 - Lincoln Day Holiday
	10	11	12	13	14	15	16	Feb.15 - Susan B. Anthony Day *
	17	☒18	19	20	21	22	23	Feb.18 - Washington Day Holiday
	24	25	26	27	28			
MARCH						1	2	Mar.5 - Black American Day *
16 days of instruction	3	4	5	6	7	8	9	Mar.7 - Conservation, Bird & Arbor Day *
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	Mar.25-29 - Spring Recess
	24	☐25	☐26	☐27	☐28	☒29	30	Mar.29 - Spring Holiday
	31							
APRIL		1	2	3	4	5	6	
21 days of instruction	7	8	9	10	11	12	13	
	14	15	16	17	18	☐19	20	Apr.19 - Instructional Recess - Inservice
	21	22	23	24	25	26	27	
	28	29	30					
MAY				1	2	3	4	
21 days of instruction	5	6	7	8	9	10	11	May 27 - Memorial Day Holiday
89 total semester days--Spring	12	13	14	15	16	17	18	
175 total days (1990-91)	19	20	21	22	23	24	25	May 30 - End of Spring Semester
	26	☒27	28	29	○30	31		May 31 - Commencement
JUNE							1	
	2	3	4	5	6	7	8	
	9	△10	11	12	13	14	15	Jun.10 - Instruction Begins, Summer
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30							
JULY		1	2	3	☒4	5	6	Jul.4 - Independence Day Holiday
	7	8	9	10	11	12	13	
	14	15	16	17	18	○19	20	Jul.19 - Summer Session Ends
	21	22	23	24	25	26	27	
	28	29	30	31				

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THE BOARD OF TRUSTEES
FEBRUARY 15, 1990

Instruction Begins △
Instruction Ends ○
Instructional Recess ☐
College Closed ☒

Final Exams Fall - Dec. 17,18,19,20,21
Final Exams Spring - May 23,24,28,29,30

*Appropriate observences will be scheduled.

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BAKERSFIELD COLLEGE
VOCATIONAL EDUCATION
1990-91

GENERAL OVERVIEW OF COLLEGE VOCATIONAL EDUCATION PROGRAMS (Locally Funded)

Bakersfield College offers 64 programs leading either to vocational certificates or to Associate degrees that qualify persons for employment in two years or less in a variety of occupations. Close coordination is maintained between Bakersfield College and the local Job Training Partnership Act office, Employers' Training Resource. Bakersfield College contracts Job Training Partnership Act/ Private Industry Council training programs in welding, mechanics and clerical occupations. Bakersfield College also contracts apprenticeship training in 12 occupations, under a specially funded program. The College's vocational programs are mostly traditional core programs that serve the area's historic employment base in agriculture, health careers, industrial technology, petroleum, human services, public services, the trades, service industries and office/information services. It must be noted that many vocational programs also serve as career ladders that can lead to higher degrees.

CARL PERKINS VOCATIONAL EDUCATION ACT (VEA) FUNDS, TITLE IIA ACTIVITIES (Vocational Education Opportunities) (Federally Funded)

Bakersfield College serves an area with a large population of ethnic minority and economically disadvantaged individuals. The local unemployment rate is above 13%, among the highest in the nation. Bakersfield College proposes to fund activities that will provide access to a better standard of living through educational services for all persons entitled thereto by the Carl Perkins Vocational Education Act.

Also among the highest in the nation, the local public school dropout rate is 47%. Many educationally disadvantaged persons can be expected to re-enter educational systems after initial occupational or homemaking failures. Considering the large population of marginally employed adults who are educationally disadvantaged and the 20% adult illiteracy factor in California, the College can expect significant needs for short-term, job related training; special student services; and job related educational basic skills courses. Bakersfield College proposes to increase its vocational education opportunities to these population segments through the use of supplemental federal funds under the Carl Perkins Vocational Education Act.

CARL PERKINS VOCATIONAL EDUCATION ACT FUNDS, TITLE IIB ACTIVITIES (Vocational Education Improvement, Innovation and Expansion) (Federally Funded)

Bakersfield College expects to use federal funds to expand and improve existing vocational programs. Significant needs for instructional personnel and equipment currently exist. Bakersfield College proposes to continue its current effort to establish a career placement center, foster linkages with business and industry through cooperative work experience, and to establish a career counseling center. Significant funds will be used to support instructional salaries in growing programs. A small portion of monies will be used to improve VEA administrative functions. Substantial amounts will be used to promote program improvement and staff development. Carl Perkins Act funding is now supporting the development of a manufacturing technology program/advanced technology center. A few new programs are in the planning stage and will require support that does not exist in the current budget.

CARL PERKINS VOCATIONAL EDUCATION ACT FUNDS, TITLE IIIB ACTIVITIES (Consumer and Homemaking Education) (Federally Funded)

Bakersfield College's service area has large numbers of senior citizens and young, unmarried mothers who are in need of consumer and homemaking skills. The College proposes to continue its efforts to serve more of these persons from the economically disadvantaged and the underserved segments of the community.

CERRO COSO COLLEGE
VOCATIONAL EDUCATION
1990-91

GENERAL OVERVIEW OF COLLEGE VOCATIONAL EDUCATION PROGRAMS (Locally Funded)

Cerro Coso Community College provides programs leading to the Associate in Science degree or Certificate of Completion in 19 occupational areas. The major employers in the College's service area are governmental defense-related agencies and technical oriented defense contractors. As a result, student enrollment and employment need is the greatest in the areas of Business, Electronics, and Computer Science. Advisory groups have indicated future needs in the areas of Computer Aided Design, Laser Technology, Automotive, Machine Tool and Technical Quality Assurance.

CARL PERKINS VOCATIONAL EDUCATION ACT (VEA) FUNDS, TITLE IIA ACTIVITIES (Vocational Education Opportunities) (Federally Funded)

Specialized recruitment, counseling, and tutoring will be provided to Native Americans, handicapped individuals, single heads of households, and adults re-entering the job market interested in Business, Office Management, Machine Tool, Drafting and Electronics.

CARL PERKINS VOCATIONAL EDUCATION ACT FUNDS, TITLE IIB ACTIVITIES (Vocational Education Improvement, Innovation and Expansion) (Federally Funded)

In response to needs by local employers, activities will concentrate on existing programs such as Machine Tool, Automotive Technology, Electronics, Drafting and Quality Control. A survey of employers in th area will be conducted to substantiate future needs.

PORTERVILLE COLLEGE
VOCATIONAL EDUCATION
1990-91

GENERAL OVERVIEW OF COLLEGE VOCATIONAL EDUCATION PROGRAMS (Locally Funded)

Kern Community College District funds vocational programs at Porterville College as follows: accounting, banking management and supervision, real estate, secretarial studies, clerical, computer and informational science, automobile mechanics, psychiatric technician, emergency medical technician, criminology, human services, early childhood education, and fire control technology.

Porterville College does not offer any program fully funded under the Job Training Partnership Act (JTPA). A number of students are enrolled under the JTPA in existing vocational nursing and psychiatric technology classes with the funding limited to excess costs to the College, such as tuition, books, tools, uniforms, supplies, and clerical services. No students are involved under the Adult Education Act.

The former Vocational Dean at Porterville College is a member of the Tulare County Board of Directors for the Private Industry Council and communicates regularly with the current Dean. Close coordination is maintained between the College and JTPA programs with Tulare County. Porterville College is not involved in the Greater Avenue for Independence Act (GAIN) training program, except on an individual basis.

The training needs to met by Porterville College with the use of Vocational Education Act (VEA) funds are listed in the Local Educational Agency (LEA) plan. They have been determined from recommendations of various advisory committees, College staff, and employment information, as well as what training may be offered by the adult high school and proprietary schools in the community.

The statewide follow-up program of vocational students is being implemented at the College. Coordination is maintained between the College, the adult high school, the City of Porterville, and proprietary schools to reduce duplication of effort in vocational education through regular meetings. In addition, a two-plus-two program is being implemented with local high schools to facilitate program completions.

CARL PERKINS VOCATIONAL EDUCATION ACT FUNDS, TITLE IIA ACTIVITIES (Vocational Education Opportunities) (Federally Funded)

Activities supported include: vocational students who need counseling and support services because they are physically handicapped; counseling; basic skills; aides; media; recruitment for educationally disadvantaged; special education, aides and equipment for adults needing training; counseling, re-entry assistance and support and placement services for single parent/homemakers; supplies, materials, and training to reduce sex bias and stereotyping.

CARL PERKINS VOCATIONAL EDUCATION ACT FUNDS, TITLE IIB ACTIVITIES (Vocational Education Improvement, Innovation and Expansion) (Federally Funded)

Activities supported include: improvement and modernization of computer equipment; equipment for building trades; and clerical assistance for VEA follow-up. Improvement and modernization of equipment for the Technical/Vocational Division will be the main thrust for the use of Title IIB funds for 1991-92 at Porterville College.

CARL PERKINS VOCATIONAL EDUCATION ACT FUNDS, TITLE IIIB ACTIVITIES (Consumer and Homemaking Education) (Federally Funded)

Activities supported include: faculty salaries for new classes in parent education and child development; recruiting activities in parent education; and clerical assistance in administration.

GOALS DEVELOPED BY THE FACULTY IN EACH VOCATIONAL AREA FOR POSSIBLE PROGRAM IMPROVEMENT FOR 1990-94

HEALTH CAREERS

(1) A short course will be developed to orient students on the various careers in the health fields by Fall 1991.

(2) The possibility of offering an ADN program in cooperation with Bakersfield College will be explored by Fall 1991.

(3) The business division staff will work with the health division staff to develop a new course for medical assistants by Fall 1991.

(4) A series of short modules covering health related topics geared to senior citizens will be developed.

Goals Developed by the Faculty in Each Vocational Area for Possible Program Improvement for 1990-94 (continued)

(5) The trauma scene for Emergency Medical Technology students will be completed by January 1991.

(6) Each instructor in the psychiatric technician program plans to visit another psychiatric technician program within the State to gain ideas for program improvement by Fall 1991.

(7) An investigation will be made on the feasibility of a new program to enable students to obtain a dual psychiatric technician and vocational nursing license by Fall 1993.

TECHNICAL/VOCATIONAL

(1) Increase enrollments in welding, automotive, building trades and drafting by making visits to local high school vocational classes, improving advertisements and updating programs by Spring 1991.

(2) Expand existing drafting laboratory to include current welding classroom to allow the use of new drafting tables by Fall 1992.

(3) Investigate possibilities of adding classes in agriculture or agricultural related subjects by Fall 1991.

(4) Investigate the feasibility of starting a CAD drafting program by Spring 1992.

(5) Upon completion of new academic center, develop plans for CAD drafting laboratory compatible with the resulting re-organization of classrooms.

BUSINESS

(1) Provide special computer training sessions for the employees of local businesses on computer application programs, on-going.

(2) Conduct American Management Association video conferences at least twice yearly.

(3) Develop a new financial planning course by Fall 1990.

(4) Host a software show for area businesses using computers and word processors by September 1991.

(5) Produce new brochures for each program/certificate offered by the division by August 1991.

Goals Developed by the Faculty in Each Vocational Area for Possible Program Inprovement for 1990-94 (continued)

(6) Evaluate all current course outlines and upgrade every three years to reflect changing student needs.

(7) Establish a half-time secretarial position for the division to assist all faculty by August 1991.

(8) Continue a regular visitation-recruiting program by division faculty and staff to the local high schools and junior high schools, ongoing.

(9) Develop new courses on small business management, salesmanship and marketing strategies by February 1992.

(10) Develop a new short course in business writing skills by Fall 1991.

(11) Prepare a revised short, intensive program to train secretaries in work processing by August 1991.

CHILD DEVELOPMENT

(1) Develop a new parent education laboratory class as part of the required parent education program by Fall 1991.

(2) Initiate a one-week job exchange, within classification, to increase understanding of and exposure to different age group children by Fall 1991.

(3) Plan and operate a new child care center in the student housing project by Fall 1992.

(4) Develop a new vocational child development intern program to train staff for the new child care center by Fall 1992.

(5) Improve the professional image of the child development faculty and staff with other College faculty and staff, ongoing.

(6) Expand the existing child care faculty to increase child capacity by Fall 1993.

Goals Developed by the Faculty in Each Vocational Area for Possible Program Improvement 1990-94 (continued)

CRIMINOLOGY

(1) Upgrade course content in arrest, search and seizure by Fall 1991.

(2) Develop an internship course with the Tulare County Probation Department by Fall 1991.

(3) Develop a new course in drugs and narcotics investigation and enforcement by Fall 1991.

(4) Develop a 54-hour course in policy report writing by Fall 1991.

(5) Assess ongoing needs of local police agencies.

(6) Increase instructors' knowledge of police management and police systems by attending the Federal Bureau of Investigation National Academy by Spring 1992.

FEDERAL VOCATIONAL EDUCATION FUNDING
COLLEGE ALLOCATIONS
1990-91

Program	Bakersfield College (72.27%)	Cerro Coso College (16.41%)	Porterville College (11.32%)	District Total (100.0%)
Title II, Basic Grants Part A–Vocational Education Opportunities				
Handicapped	$ 53,070	$ 12,050	$ 8,313	$ 73,433
Disadvantaged	70,624	16,036	11,063	97,723
LEP/NEP Students	4,527	1,028	709	6,264
Adults Needing Training	82,466	18,725	12,917	114,108
Single Parent/Homemaker	49,138	11,157	7,697	67,992
Sex Bias/Stereotyping	13,482	3,061	2,112	18,655
Subtotal Part A	**$273,307**	**$ 62,057**	**$ 42,811**	**$378,175**
Title II, Basic Grants Part B–Vocational Education Improvement, Innovation and Expansion				
Vocational Instruction	**$223,821**	**$ 50,822**	**$ 35,058**	**$309,701**
Title III, Special Programs Part B–Consumer and Homemaking Education				
Consumer and Homemaking Education	$ 6,234	$ 1,416	$ 977	$ 8,627
Economically Depressed Area	4,769	1,083	747	6,599
Subtotal Part B	**$ 11,003**	**$ 2,499**	**$ 1,724**	**$ 15,226**
TOTALS TITLES II AND III	**$508,131**	**$115,378**	**$ 79,593**	**$703,102**

Approved by the Chancellor's Cabinet, July 3, 1990
Approved by the Board of Trustees, July 12, 1990

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BAKERSFIELD COLLEGE
UNFUNDED NEEDS IN VOCATIONAL EDUCATION
1990-91

Bakersfield College's Vocational Education needs can be divided into four areas: maintenance of programs, new programs for which there appears to be a need in the community, expansion or improvement of existing programs to include new or improved technologies, and increased administrative support functions.

MAINTENANCE OF PROGRAMS

Several programs have suffered faculty losses without replacements. Home Economics, Interior Design, Auto Collision Repair and Agriculture are examples. These programs, and many others also lack equipment that reflects current technology. Most could not be effectively revived unless financial resources exist for both equipment and personnel at the same time. Auto Body will be reviewed for continuation. Cosmetology has been discontinued effective January 1991. The Electronics program is significantly out of date, new equipment is needed. A major challenge is to redefine the function of the Electronics program. Some programs, such as Fire Technology operate solely on borrowed equipment.

It is true that machine technology is partly out of date, given the 1940's vintage machinery which remains in the shop, but some current equipment is on hand and is being used. The challenge here, as above, is to better define local needs and respond to them. It is obvious, of course, that considerable resources will be needed to do that.

Although it is true that rapid changes are challenging our computer science (computer information systems) and industrial drawing programs, the College has been responding to those changes. In both cases, current equipment and software is available to our students and faculty, albeit not in the quantities we would like but still sufficient for viable programs. The big problem for industrial drawing is extending CAD to the whole program, including the specialized courses, such as pipe drafting.

While it is admittedly impractical to attempt to keep up with every shift in technology, Bakersfield College lacks even the funds to develop partnerships with industry that would give its students access to current technology.

NEW PROGRAMS

There are several emerging needs in the community for education and training that should be provided by Bakersfield College. The entire area of construction and related trades is a good example. Bakersfield College has traditionally taken an apprenticeship support position and abdicated its opportunity to meet the needs of parallel non-union trades. Recent inquiries from the local industries and exploration of the possibilities indicate that an investment of $250,000 would not be too little to start a comprehensive construction trades program, but that a partnership could be developed for about half that amount, including the cost of personnel. New programs include Construction Technology, Human Services, Manufacturing Technology (to be planned).

As another example, the Agriculture department has determined that there is an opportunity to develop a truck and heavy equipment repair program that would serve a great need in the county. Again, a one-quarter million dollar investment in people, equipment and facilities is indicated, but unlikely to be supported.

In cooperation with Porterville College, Bakersfield College has established an Engineering Technology program on paper. The actual needs to equip and staff this program far exceed the available resources, and so it will grow slowly from a small kernel of core courses and electives shared among various disciplines.

There is a national list of nine occupations in emerging technologies that will provide most of the job growth for the next two decades. Of them Bakersfield College has plans for hazardous materials management. Of the other eight, it must be noted that Bakersfield is only two hours away from the largest, fastest growing, industrial complex in the world; that in the Los Angeles basin. Significant job opportunities will exist for Bakersfield citizens and their children in this nearby complex, but there must be a local source of high technology education to support their career mobility. Likewise, Bakersfield College should service Tehachapi with its correctional facility and also recognize its proximity to the Lancaster-Palmdale industrial complex.

Other more traditional, but unserved occupational training needs in Kern County include heating, ventilation, air conditioning (HVAC); industrial maintenance and materials handling.

EXPANDING EXISTING PROGRAMS

As technology changes and demands for human and public services expand, so do the needs to keep Bakersfield College's core vocational programs and faculty up to date and/or growing. In many vocational areas Bakersfield College is understaffed and dependent on part-time services. These include fire technology, computer technologies, child development, reserve and in-service peace officer training, business and office education, petroleum and engineering technologies, cooperative work experience, mechanical technology, interior design and landscaping, emerging medical technologies and numerous other areas. Bakersfield College requires both added and retrained faculty, additional and modern equipment, and significantly increased career counseling and job placement services.

Expanding Existing Programs (continued)

Dwindling enrollments in some of the old core programs may partially reflect the public perception of the value of those programs, and certainly reflect the perceived need for pre-employment training in those areas.

To maintain credibility in the minds of adult students, vocational faculty need recent experience in the occupation(s) they teach. Bakersfield College needs to convey a strong philosophical commitment to maintaining faculty currency and to set expectations and provide support for faculty upgrading.

ADMINISTRATIVE FUNCTIONS

Bakersfield College recently increased its staffing for vocational program administration with the addition of an Associate Dean and a secretary partially assigned to vocational administration and partially assigned to line management of several departments. Funds in this area are used to carry-out state mandated student follow-up studies and to maintain adequate audit trails on vocational funds. Bakersfield College uses VEA monies to employ classified personnel to assist in completion of these activities.

CERRO COSO COMMUNITY COLLEGE
UNFUNDED NEEDS IN VOCATIONAL EDUCATION
1990-91

NEED	AMOUNT	TOTAL
PERSONNEL		
Instructor, Drafting	$ 28,000	
Instructor, Welding	28,000	
Instructor, Electronics	28,000	$ 84,000
EQUIPMENT		
Electronics Laboratory Equipment	$103,000	
Drafting–CAD CAM Upgrade	75,000	
Personal Computer Repair Equipment	30,000	
Quality Control Laboratory	45,000	
		$253,000
TOTAL		$337,000

PORTERVILLE COLLEGE
UNFUNDED NEEDS IN VOCATIONAL EDUCATION
1990-91

A five-year vocational equipment replacement plan is completed. The funds needed to bring the vocational equipment to "state-of-the-art" are substantial. However, failing to replace equipment as it wears out or becomes obsolete makes it very difficult to provide quality vocational programs. **The five-year replacement plan does not include equipment needed to enhance the program or for equipment for new offerings.**

The following chart identifies funds required to **replace** equipment for each vocational instructional area over the next five years.

ANTICIPATED FUNDS REQUIRED FOR FIVE-YEAR EQUIPMENT REPLACEMENT PLAN

	1990-91	1991-92	1992-93	1993-94	1994-95
Automotive	$ 92,350	$ 14,950	$ 15,350	$ 800	$ 2,800
Building Trades	38,500	14,000	0	0	2,000
Business	17,550	17,550	19,350	19,350	21,500
Computer	27,450	24,400	40,400	17,900	20,000
Criminology	2,830	5,130	6,550	550	1,500
Drafting	520	570	6,000	3,000	4,000
Early Childhood Development	3,050	3,950	3,350	3,550	3,000
Health Careers	682	1,450	525	5,000	2,550
Welding	19,700	13,700	22,600	16,700	21,500
TOTAL	**$202,632**	**$ 95,700**	**$114,125**	**$66,850**	**$ 78,850**

PART V--STUDENT SUPPORT SERVICES

STUDENT ACCESS IN THE KERN COMMUNITY COLLEGE DISTRICT 1988 THROUGH 1990

The Kern Community College District encompasses a very large geographic area. Services are provided all the way from Porterville through Bakersfield, to Ridgecrest, and then on up to Bishop.

In an effort to provide students with easy access, the District operates three Colleges and six Centers as follows:

BAKERSFIELD COLLEGE
Delano Center
Weill Institute
Southwest Center

CERRO COSO COMMUNITY COLLEGE
Southern Outreach
Northern Outreach
Kernville

PORTERVILLE COLLEGE

A tabulation of classes offered and enrollments at the six Centers follow:

CLASSES OFFERED AND ENROLLMENTS FALL, 1988 THROUGH Fall, 1990

Center Location	Number of Classes			Enrollments		
	1988	1989	1990	1988	1989	1990
Delano Center	43	42	44	293	472	652
Weill Institute	200	158	164	2,111	2,892	4,372
Southwest Center	49	27	35	431	782	843
Southern Outreach	102	87	111	977	919	1,361
Northern Outreach	151	189	117	656	964	1,166
Kernville	45	32	44	393	388	573
TOTAL	590	535	515	4,861	6,417	8,967

KERN COMMUNITY COLLEGE DISTRICT
COLLEGE MATRICULATION PLANS
1990-91

INTRODUCTION

Since the Spring Semester of 1985, the District has been in the process of assisting the three Colleges with the development of their respective matriculation plans. The Deans of Students, occasionally the Deans of Instruction, and other related personnel have been meeting on a regular basis with the District Consultant to development and coordinate efforts related to matriculation.

In December, 1987, the Colleges submitted their campus developed Matriculation Plans to the State Chancellor's Office. These Plans complied with AB 3, Title 5 Regulations, and the Chancellor's Office guidelines. All three Colleges submitted plans which were accepted by the Chancellor's Office.

In December, 1990, a Revised Matriculation Plan was submitted to the Chancellor's Office from each of the Colleges. These Plans again must be consistent with AB 3, with changed Title 5 Regulations, and with changed Chancellor's Office guidelines. The major adjustment will be in the area of assessment, particularly the District's Exemption Procedure.

The State's concern with respect to assessment, identified above, is that a single measure not be used for placement purposes into courses, or exclusion therefrom. The proposed new Kern Community College District Exception Procedure is consistent with this new requirement, i.e., for placement or exemption from assessment more than one measure of aptitude is used. For example at all three Colleges assessment scores are used as well as college and high school grades. Students who insist on taking a course for which they are not qualified will be made aware of their chances for success, but in the final analysis will not be denied entrance.

DEFINITION, PURPOSES AND GOALS, EFFECTIVENESS

MATRICULATION DEFINED

Matriculation is a process which brings the Colleges of the Kern Community College District and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objective. The agreement acknowledges responsibilities of both parties to attain those objectives through the College's established programs, policies and requirements. On the College's part the agreement includes providing an admission process; orientation to College programs, services and procedures; pre-enrollment assessment and counseling; advisement and counseling for course selection; a suitable referral to support services when needed; and a program of institutional research and evaluation. On the student's part, the agreement includes expression of at least a broad educational intent at entrance and willingness to declare a specific educational objective within a reasonable period of enrollment, diligence in class attendance and completion of assigned coursework, and completion of course and maintenance or progress toward an educational goal according to standards established by the College and the California Community Colleges Board of Governors.

Definition, Purposes and Goals, Effectiveness (continued)

PURPOSE AND GOALS OF MATRICULATION

The purpose of matriculation is to ensure access to appropriate programs and courses offered by the Colleges of the Kern Community College District to all students who can benefit, and to facilitate successful completion of student educational objectives in accordance with the applicable standards of educational quality as determined by the Board of Governors and the Board of Trustees of the Kern Community College District.

The goals of matriculation include, but are not limited to, the following primary and subsidiary goals:

Student Success--To increase the extent to which student attain their educational objectives by:

(1) Enabling them to make wise educational choices concerning the programs and courses to pursue based upon clear and sensitive appraisals of their skills, interest, and aptitudes in relation to the programs and courses offered.

(2) Enabling students to complete the units they attempt with satisfactory grades and to persist from term to term.

(3) Identifying the support services that students need to succeed (such as financial aid or child care), and by assisting students to meet those needs.

(4) Strengthening student motivation to succeed through the above and by providing more frequent performance feedback and encouragement.

INSTITUTIONAL EFFECTIVENESS

To increase the efficiency with which the Colleges of the Kern Community College District deliver their educational programs and services by:

(1) Enabling them to further strengthen partnerships among instructional, service, and administrative staff based upon restructuring of roles and responsibilities as locally determined to be necessary for implementing matriculation.

(2) Enabling them to increase collection and utilization of students, curriculum, and services information for purposes of systematic planning, monitoring and evaluation.

(3) Increasing local and systemwide accountability by clarifying student and institutional responsibilities and by establishing performance measurements that are appropriate to both.

(4) Increasing efficient use of district resources by improved student retention, and better workload planning and delivery of programs and services.

RECENT ACTIVITIES

From the very beginning of Matriculation efforts mandated and supported by the State, the Kern Community College District has made major efforts to access information needed by counselors, advisors, and research personnel, and decision makers. An effective communication network is now in place. Student data such as assessment scores, college transcripts, and self-reported personal information is now readily available and can be called up. In addition, by Fall, 1991, high school transcripts from the Kern High School District will be on-line.

Effective November, 1990, the Application for Admission is on Op Scan. By Fall, 1991, other functions will be on Op Scan. For the Spring semester, 1992, Telephone Registration will be available for Continuing Students.

So far, the thrust of Matriculation in the Kern Community College District has been to provide a comprehensive, easily accessible file of information that students, counselors, and advisors can use to give students a better chance for success. The next major effort will be in the area of evaluation. It is the intent of the Matriculation Committee to try to determine the effectiveness of efforts being made as these impact on student success rates.

KERN COMMUNITY COLLEGE DISTRICT
ASSESSMENT
FALL SEMESTER 1990

Location	Total Enrollment	Total Assessed	First-Time Enrollment	First-Time Enrolled and Assessed	Percent Enrolled and Assessed
Bakersfield College	13,227	4,599	3,922	2,026	51.7
Cerro Coso College	4,559	1,323	1,583	372	23.5
Porterville College	2,553	866	1,492	277	18.6
Kern Community College District	20,339	6,788	6,997	2,675	38.3

NOTE: The Colleges assess two to three times the number of first-time enrollees. However, substantial numbers of students tested do not enroll.

PROPOSED ASSESSMENT GOALS*

Location	Fall 1991	Fall 1992	Fall 1993
Bakersfield College	55%	58%	60%
Cerro Coso College	30%	35%	40%
Porterville College	40%	45%	50%

* The goals in terms of percentage reflect the new Exemption Procedure that exempts from assessment; students who already have a degree; and students enrolling in less than seven (7) units AND who do not intend to earn a degree or certificate.

BAKERSFIELD COLLEGE
EOPS PLAN, 1990-91

BUDGET

	1.4–STATE	1.5–DISTRICT/OTHER
Category A	—	$67,612
Category B	$144,392	19,822
Category C	150,000	—
Grand Total	**$294,392**	**$87,434**

ABSTRACT OF NEED AND OF PROGRAM DESCRIPTION

The decade of the 90's will bring about dramatic increases in the number of young and older adults taking advantage of community college educational and training opportunities. Locally, this upward trend will include significant numbers of economically and educationally disadvantaged students. The need for financial aid and student support services will continue to grow. EOPS is in a position to assist in these areas. Together will quality instruction, EOPS will provide services that will aid in student retention and student success.

The C.A.R.E. program participation rate is also on the increase. The number of AFDC and GAIN students will continue to grow, resulting in greater numbers of these students on campus and in special programs. Special services (counseling, child care, financial aid) will be important for this single-parent population. Sensitive, caring, and committed staff are important in helping meet the special needs of a culturally diverse, under-prepared student body. EOPS staff will assist the College in the recruitment and employment of qualified minority staff. Current staff will be kept informed of the needs of our diverse student body. As we enter the 90's, Bakersfield College will continue to grow in the numbers of ethnic minorities on campus. However, a systematic approach to minority student recruitment is required. The EOPS program can help in these recruitment efforts. Closer coordination with other college outreach activities can maximize these efforts and minimize duplications.

PROGRAMS GOALS

Goals

The major Bakersfield College EOPS program goals for the next three years are:

(1) Assist in selection of a college outreach and recruitment professional to coordinate these services among the various departments on campus.

(2) Improve on EOPS/CARE student successes and publicize same.

(3) Improve quality of services to EOPS/CARE students.

(4) Serve 500 students and attain a 90% retention rate this academic year.

(5) Improve the transfer rate of EOPS/CARE students and better coordinate transfer services through existing resources.

CERRO COSO COMMUNITY COLLEGE
EOPS PLAN, 1990-91

BUDGET, 1989-90

	1.4–State	1.5–District/Other
Category A	$ 15,002	$ 8,773
Category B	117,838	45,426
Category C	60,000	- 0 -
Grand Total	**$192,840**	**$54,199**

ABSTRACT OF NEED AND OF PROGRAM DESCRIPTION

The Cerro Coso Community College EOPS Program was developed in 1975 to give community people who have financial need and special educational challenges an opportunity to obtain their dreams. Many are getting a second chance at an education, at better jobs and a new life. EOPS students include many single parents (CARE,) Native Americans, a few Hispanics, Blacks and limited English speaking persons who are either physically, or economically disadvantaged or culturally different and who live in parts of Kern, Mono and Inyo counties. EOPS eligible people in the Indian Wells Valley tend to fall mainly into the CARE definition. The continuation of the CARE program allows the College to serve those EOPS students who fit into the category of single parent, head of household, welfare recipient.

The Program has assisted and met the needs of all eligible students with grants and many important services. Without economic assistance, they would not have the finances to attend College and without the services, it would be difficult for them to survive the demands of academia. All students applying for financial assistance are screened for eligibility and referred to the Program for assessment, counseling, career development and learning skills assistance. Our goal for 1989-90 was to document, serve and retain 150 eligibles in College and our final report shows 148 students received many types of services that assisted them in being successful College students. In Fall 1989, 74.1% completed units with an average grade point average (GPA) of 2.62. In Spring 1990, 71.9% completed units with an average GPA of 2.67.

Abstract of Need and of Program Description (continued)

The EOPS staff is an important advocate on campus and in the community for EOPS students and is making a major contribution towards student success. The Staff keeps working relationships with the representative of many local agencies, i.e., Welfare, Employment Development Department, Department of Vocational Rehabilitation, the Naval Weapons Center, the local Mental Health Clinic. Many of these representatives sit on our Advisory Committee. The staff is planning an emphasis on mentoring student leadership skills, providing increased tutorial/learning skills support, educating the College staff about the program and providing more personal counseling support for EOPS students. The EOPS staff and students are a very strong force and make a major contribution in activities and organizational development at Cerro Coso College.

PROGRAM GOALS

(1) The primary goal is to retain EOPS students in College and at the same time, assist them in obtaining an acceptable grade point average (GPA). Since services are so instrumental in achieving this goal, we try to facilitate the utilization of our services network.

(2) Present three Special Services Workshops for purpose of educating College staff on:

   (a) facility needs for EOPS
   (b) categorial funding and budgets
   (c) the Special Services Program and how it can help students and staff; will distribute our new Staff Guidebook.

(3) We will redesign the services of the Learning Skills Program which will include providing a daily homework lab for EOPS students. With this, we will also develop a more effective Tutorial Program for academic courses.

(4) We will develop the EOPS Student-Staff Leadership Program and provide activities where students have the opportunity of developing their skills.

(5) The Director/Counselor will train new staff in personal counseling skills and offer group support meetings for EOPS students in personal crises.

(6) We will offer *Transition* activities: two field trips to transfer colleges and job placement services as well as an opportunity for each student to use the computerized career development program called *Discover*.

(7) We will create a new brochure, present and distribute.

(8) Further develop data collection system and organization for EOPS Reports.

PORTERVILLE COLLEGE
EOPS PLAN, 1990-91

BUDGET

	1.4--State	1.5--District/Other
Category A	$ 23,807	$ 42,235
Category B	80,144	- 0 -
Category C	104,587	42,235
Grand Total	**$ 208,538**	**$ 84,470**

ABSTRACT OF NEED AND OF PROGRAM DESCRIPTION

Extended Opportunity Program and Services (EOPS) funded under Title 5 will provide educational services to the underrepresented and economically disadvantaged individuals from the Porterville College service area.

Under the direction of the EOPS Director, a project plan will be developed to outline the activities to be undertaken by the EOPS Staff: the Program Assistant, Counselor, Senior Departmental Assistant and a part-time clerk typist.

The staff will recruit persons and inform them of the admission process, assist them with Financial Aid applications, provide personal, vocational and academic counseling, and assist with the transfer process.

The projects under EOPS will provide the college students with additional extended services: the early outreach program (Partnership) for sixth, eighth and ninth grade students, child care assistance through the CARE Project and, for education majors, participatory experience in the California Mini-Corps Project.

In a team effort, the EOPS Staff will assert every effort possible to guide students through their personal and educational experiences at Porterville College.

PROGRAM GOALS

Goals	Goal Reference	
	College	State
Encourage the College to develop and establish as part of the master plan the following:		
● Instructional services for the underrepresented/academically unprepared students.	6	1
● Outreach activities to recruit and identify potential EOPS eligible students from high school and community agencies.		3
● In-service workshops for faculty and staff on multicultural diversity to better serve and retain students from various ethnicities.		5
● Develop a Summer Readiness Program to prepare students for the rigor of College academics.	6	
● To promote an atmosphere of positiveness in students ability to succeed.		7
● Promote EOPS students success stories in the community, campus and Chancellor's Office.		
● Increase transfer rate of EOPS students by providing automatic EOPS Application Fee Waivers to students in the program.		

BAKERSFIELD COLLEGE
DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)
1990-91

PROGRAM DESCRIPTION

The Supportive Services Center program provides supportive services for students with learning disabilities, visual impairments, physical disabilities (including temporary disabilities and health limitations), speech and language disorders, and deaf and hard-of-hearing students. A staff of specialists provides the following services: academic, vocational and personal counseling; tutoring; special parking; liaison with the Department of Rehabilitation; test taking assistance; special equipment; mobility assistance; reader services; taped and brailled books; brailing services; diagnostic testing; special classes; interpreters; speech therapy; and adaptive computer technology.

The general philosophy of the Supportive Services Center is that disabled students will take mainstream classes with regular students. The role of our support services and special instruction is to prepare and support disabled students to enable them to compete on an equal basis with their non-disabled peers.

The Supportive Services Center provides services for over 500 students and is funded by the State under Assembly Bill 77. Funds from Bakersfield College and the Vocational Education Act supplement the budget.

GOALS

Program goals for 1989-90 include: (1) further the development of the disabled access remodeling project; (2) acquire adequate office and program space for the Supportive Services Center; (3) continue to work for adequate funding for program; (4) begin development of program for students with psychological disabilities; (5) develop courses for CAD for disabled grant.

SUPPORTIVE SERVICES CENTER
TACTICAL PLAN
FEBRUARY 5, 1990

PROGRAM DESCRIPTION

The Supportive Services Center provides supportive services for disabled students attending Bakersfield College through its deaf, speech therapy, learning disabilities, adaptive computer center, and physically disabled programs.

SUPPORTIVE SERVICES CENTER--Program Description (continued)

In general, disabled students at Bakersfield College attend regular classes with regular students. The services and equipment provided by the Supportive Services Center are designed to assist the students in overcoming their individual disabilities and enable them to compete on an equal basis with their non-disabled peers.

The goal of the Supportive Services Center is to assist disabled students in achieving success in their College programs.

The following services are available to disabled students: academic, vocational, and personal counseling; tutoring and reader services; special parking; liaison with Department of Rehabilitation; test taking assistance; facilities/equipment modification; special equipment; mobility assistance; notetakers; job development; adaptive computer equipment; diagnostic materials; study skills classes; sign language interpreters; and speech therapy.

PHYSICAL RESOURCES

Facilities--The Supportive Services Center is housed in Administration 6 which contains 600 square feet. The Center is occupied by the senior departmental assistant, the counselor, the Department of Rehabilitation representative, several student aides, and the program coordinator. The Learning Disabilities program, the High Tech Center and the speech therapy program are housed in the Learning Center, the deaf program is located in the Fine Arts building.

Equipment--The Center has the following equipment available for student use and support: tape recorders; notetakers; typewriters (regular, braille, and large type); personal computers; Visual Tek; wheelchairs; braillers; golf cart; dictaphone; and phonic ear.

Supplies--Supplies for the program are generally adequate.

CURRENT ISSUES/CONCERNS

(1) The Supportive Services Center office is too small and crowded to efficiently, comfortably, and safely serve students. Since 1981-82, the number of students served by the Center has increased by 45%. During peak times such as registration, the office is often too crowded to admit additional students.

(2) There is a need to extend the time of operation of the Center. To provide adequate coverage would cost an additional $15,000 per year.

(3) During the spring of 1987, an accessibility study of the campus was conducted. This study revealed the need for extensive remodeling to bring the campus up to standards. This project has been approved by the State for funding.

SUPPORTIVE SERVICES CENTER (continued)

QUANTITATIVE INFORMATION

FTE	Certificated Staff
1.00	Program Coordinator
0.50	High Tech Center Specialist
1.00	Counselor
1.00	LD Specialist
0.50	LD Specialist
0.25	Speech Therapist
0.20	Deaf Specialist
4.45	**Total Full-Time Equivalent (FTE)**

Classified Staff	
Full-time	2
Part-time	17
TOTAL FTE	**8.78**

Student Aides	
Part-time	5

SUPPORTIVE SERVICES CENTER–Quantitative Information (continued)

Total Number of Students Served	
Mobility	138
Visual	25
Other Health	73
Hearing	35
Speech	14
Learning Disabled	233
Developmentally Delayed	5
ABI	18
Total Program Budget	**$368,497**
Per Student Cost	**$ 681**

QUALITATIVE INFORMATION

Program Purpose–The purpose of the program is to provide necessary support services disabled students need to be able to attend college.

Adherence to Mission–The Supportive Services Center is an integral part of the student services program. The Center provides equal access for disabled students to the educational programs of Bakersfield College as guaranteed by the State of California Education Code and Section 504 of the Rehabilitation Act of 1973.

Community and Student Need–All of the students registered with the program have a medical verification of disability on file. Furthermore, the College is required to certify to the state that the student's disability "limits the function" of the student and that specified support services are necessary for attendance.

Projection of Future Enrollment/Need–The number of students served is expected to continue to increase.

SUPPORTIVE SERVICES CENTER--Qualitative Information (continued)

Advisory Committee Recommendations--The Advisory Committee served as the Accessibility Study Committee. In addition, the director of the local independent living center served as a consultant for the study. The complete recommendations of the committee are on file. An accessibility study and transitional plan was required to be on file by 1977. Although an earlier study was conducted, a plan was not developed. This earlier study recommended many projects that have not been completed. Among the earlier recommendations, was one for a larger facility for the Supportive Services Center.

Budget/Funding--The program is funded by the state Chancellor's Office as part of AB77. The program also receives Vocational Education Act funds and a small contribution from the College. For 1988-89, the breakdown was as follows:

$242,298	AB77
44,599	Vocational Education Act
22,209	Average Daily Attendance Revenue*
63,954	College Contribution
17,646	Grants
$390,706	**TOTAL EXPENDED**

* State regulations require the College to consider average daily attendance (ADA) earned from "special classes" as program revenue **before** direct excess costs funds (AB77) are utilized. Although the program doesn't actually see the ADA revenue generated, the College does pay Debbie Shinn's salary; it is considered a contribution and is used to offset the revenue generated from special classes.

SUPPORTIVE SERVICES CENTER (continued)

FUTURE PLANS AND PROSPECTS

(1) Further the development of the disabled access remodeling project

(2) Acquire adequate office and program space for the Supportive Services Center

(3) Continue to work for adequate funding for program

(4) Begin development of program for students with psychological disabilities

(5) Develop courses for CAD for disabled grant

PROGRAM NEEDS

The program needs the cooperation and support of the administration in order to obtain adequate facilities for the Supportive Services Center.

The program needs administrative support and the commitment of adequate financial resources.

CERRO COSO COMMUNITY COLLEGE
DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)
1990-91

PROGRAM DESCRIPTION

The Disabled Student Services Program at Cerro Coso is part of an integrated services program which provides comprehensive services to EOPS, CARE, Vocational Rehabilitation, Private Rehabilitation, Physically Disabled and Learning Disabled Students. Students with learning disabilities are the largest group served.

When a student is verified with a handicapping condition, the student's needs and goals in the areas of academic, psychological/emotional, physical, social, economic and career are assessed and services are rendered accordingly. Each student is assigned a Partner and a Counselor who are responsible for offering the necessary services. Each learning disabled student is also served by a Learning Assistant and a Learning Skills Specialist. Because of the team network, in 1989-90 the Program's overall retention rate for students completing units was 72.6 percent. and the number of students in the Program grew again to over 226.

The Staff is an important advocate for disabled students on campus and within the community. The Program is staffed with a Director, Counselor, Learning Skills Specialist, Counseling Technician, Program Assistant, receptionist, thirteen part-time classified and approximately five student employees. Because our Counselor is returning for the second year and we hired a new Learning Skills Specialist, the networking system which is so important in meeting the holistic needs of each student, is stable and effective. Because of the importance of the network system, a great deal of time is spent in staff development.

GOALS

(1) Present three Special Services Workshops for purposes of educating College staff on:

   (a) Facility needs for DSPS
   (b) Categorical funding and budgets
   (c) The Special Services Program and how it can help students and staff; will distribute our new Staff Guidebook.

GOALS (continued)

(2) Obtain an integrated facility to house the Special Services Program (DSPS/EOPS/ CARE).

(3) Because of the hiring of a new Learning Skills Specialist, redesign the services of the Learning Skills Program. Write new curriculum proposals and update course outlines.

(4) Continue to address responses to recommendations of the DSPS Evaluation Report:

  (a) Write up Accessibility Report on Bishop campus,
  (b) Make an accessibility survey of the Ridgecrest campus,
  (c) Develop an adaptive Physical Education program.

(5) Provide leadership opportunities for disabled students through the Special Services Leadership Program.

(6) Train new staff in personal counseling skills.

(7) Develop a tutorial program which will increase completion rate of disabled students in basic skills.

(8) Continue to develop DSPS in the outreaches. Develop plan for Kern Valley.

(9) Create new brochure.

(10) Further develop data collection system and organization for DSPS Reports.

PORTERVILLE COLLEGE
DISABLED STUDENT PROGRAMS AND SERVICES
1990-91

PROGRAM DESCRIPTION

The Enabler Services Program at Porterville College offers supportive services to individuals with disabilities and provides opportunities for each person to realize her or his maximum potential related to educational, vocational, social, mental and economic choices and goals.

By centralizing and expanding services available to students who are physically challenged, learning disabled, etc., the philosophy of the program as well as professional and legal obligations (Section 504 of the Rehabilitation Act) of the College are adhered to.

Services include:

- Campus Liaison
- Counseling: Personal, Vocational, Academic
- Notetaking Assistance
- Interpreters for the Deaf
- Texts on Tape
- Readers
- Tutoring
- Mobility Assistance
- Special Parking
- Priority Registration
- Learning Disabled Assessment
- Campus Orientation
- Typing Assistance
- Individual Programs
- Job Placement
- Referral Services
- Transportation
- Student Advocacy
- Special Equipment
- Whatever is necessary to help students achieve their personal, academic and vocational goals.

GOALS, 1990-91

ENABLER PROGRAM

(1) Acquire an additional office space adjoining the existing Enabler Officer to be used as a testing room for Learning Disabled (LD) assessment.

(2) Hire at least one part-time testing assistant to support growing LD assessment needs.

(3) Triple the regular Adaptive Physical Education classes (physically handicapped) enrollment and channel some of those new students into regular academic and vocational programs.

(4) Expand the number of Adaptive Physical Education class aides to meet growing needs.

(5) Acquire a computer printer for records and doctor referrals for adaptive Physical Education.

(6) Apply for a $10,000-plus grant through the community colleges facilities office in Sacramento for the removal of architectural barriers. Details are still in the process of being developed.

PROJECTED STUDENT DATA

Disability Type			Primary--Unduplicated		Secondary
			Full	Limited	Full-Service
I.	Physical Disability				
	A. Mobility	(1)	85		1
	B. Visual	(2)	1		1
	C. Other Health	(3)	93		
II.	Communication Disability				
	A. Hearing	(4)	4		
	B. Speech	(5)			
III.	Learning Disability	(6)	74		5
IV.	Acquired Brain Injury	(7)	15		2
V.	Developmentally Delayed	(8)	23		
VI.	TOTAL (lines 1 through 8)	(9)	295		19

Total UNDUPLICATED number of students reported under Secondary Full-Service is100.

PORTERVILLE DEVELOPMENTAL CENTER PLAN
1990-91

STATE HOSPITAL SERVED: PORTERVILLE DEVELOPMENTAL CENTER

PROGRAM DESCRIPTION

Porterville College provides education and training for 876 developmentally disabled adult residents at the Porterville Developmental Center in 57 classes meeting 45 weeks per year. The program is designed to increase communication and skills through physical education, music, language arts, art, plant science, and social sciences.

PROGRAM GOALS, 1989-90

To continue to improve the quality of the program through inservice training, instructor involvement with the treatment team for each resident at the developmental center, class visitations, and coordination with the staff at the center.

PROPOSED EXPENDITURES, 1989-90

Categories	Amount
Certificated Salaries (1000)	$315,000
Classified Salaries (2000)	46,000
Employee Benefits (3000)	26,000
Supplies and Materials (4000)	250
Other Operating Expenses (5000)	600
Capital Outlay (6000)	0
TOTAL	**$387,850**

Projected Total Unduplicated Student Count, 1989-90 876

Total Number of Sections to be offered, 1989-90............... 57

Projected Average Daily Attendance, 1989-90.................384

BAKERSFIELD COLLEGE
OTHER STUDENT SERVICES
1990-91

COUNSELING AND ASSESSMENT

Bakersfield College offers a wide variety of services designed to assist students in choosing their courses and planning their futures. Counseling services are available to help students with their immediate needs and future academic and vocational goals.

HEALTH SERVICES

Students are entitled to the services of the Health Center provided by a full-time registered nurse and a part-time physician. The goal of the Health Center is to help students maintain a state of optimum health, both mental and physical. This is achieved by emergency first aid treatment, counseling, physical consultation, and general medical and physical attention.

HOUSING

Bakersfield College has two residence halls which provide room for approximately 120 students. On-campus housing is made available so that students may experience the companionship, cultural environment, and social opportunities which are a vital part of College life.

VOCATIONAL REHABILITATION AID

In cooperation with the department of rehabilitation, Bakersfield College provides training programs for those having an employment handicap resulting from a physical communication or emotional disability.

PLACEMENT SERVICES AND PART-TIME EMPLOYMENT

The Job Placement Services assists students in finding part-time work while attending College, and upon graduation, assistance is available in locating full-time career opportunities. For students seeking part-time employment, an effort is made to locate work that is related to their major or occupational goals.

STUDENT FINANCIAL ASSISTANCE

A variety of grants, scholarships, loans and part-time employment opportunities are available for students who qualify on the basis of financial need, enrollment in six or more units leading to a degree or certificate, and satisfactory academic progress.

- **Pell Grant** (formerly Basic Grant)--Federal program of grants based upon need and cost of attendance.
- **Board of Governors Grant** (BOGG)--State supported grant program to pay the enrollment fee for California residents. The BOGG is available for students that have already qualified for other types of financial aid, and for students who have exceptionally low incomes including recipients of AFDC, SSI or General Assistance.
- **Extended Opportunity Program and Services (EOPS)**--State supported program of grants and/or academic support in the form of tutoring and special counseling for low income students.
- **Scholarships**--Cash awards provided by The Bakersfield College Foundation and local groups and organizations for students of academic merit and/or financial need.
- **Supplemental Educational Opportunity Grant**--Federal program which provides additional grant assistance for students of exceptional financial need.
- **Perkins Loans**--Federal program of low-interest, long-term repayment loans in amounts based on financial need up to $1,000 annually.
- **Guaranteed Student Loans**--State insured loans available from certain banks and lending institutions on long-term repayment plans.
- **Short-Term Loans**--Loans of $75 or less for emergency needs repayable within 30 days at no interest.

STUDENT ACTIVITIES AND ORGANIZATIONS

The Associated Students of Bakersfield College is the student governing organization and has the major responsibilities for student government, campus organizations and the student activity program in general. The goals of this program harmonize with the goals of the College to provide opportunities for personal development, group cooperation, leadership development and the enrichment of college life.

Bakersfield College has a broad club and organization program representing professional service organizations, religious affiliations, athletics and special interests. The Activities Board coordinates club activities through representation from each club and organization.

STUDENT CENTERS

The following student centers are located on the Bakersfield College campus:

CHICANO CULTURAL CENTER

The Chicano Cultural Center of Bakersfield College offers a variety of services to students and the community. Research materials (books, journal and newspaper articles, research papers, maps, etc.) on the heritage of the Chicano are available.

INTERNATIONAL STUDENT CENTER

The International Student Center at Bakersfield College offers many services for American and foreign-born students and for the community. Foreign-born students may get both academic and personal assistance with placement and scheduling of classes, with tutoring help in any aspect of English, and with personal counseling.

MARTIN LUTHER KING, JR., CENTER

The Martin Luther King, Jr. Center serves as an academic support center for African-American students attending the College. Its primary function is to aid in recruitment and retention.

RE-ENTRY/RESOURCE CENTER

The Re-entry/Resource Center is the hub of activity for students returning to college after a number of years out of the classroom or job market. The Center offers support, personal and academic counseling, referrals, resource materials, and guest speakers.

TRANSFER CENTER

The purpose of the Transfer Center is to provide support for students to enhance their transfer opportunities to public and private colleges.

ATHLETICS

A full athletic program for both men and women provides opportunities for student competition. Through the years, Bakersfield College has been very successful with its wide-ranging program.

BOOKSTORE

The bookstore is operated by the Associated Students and provides revenue for those activities chosen by the students.

CHILD CARE

Bakersfield College operates six child care training facilities which meet a number of specialized needs in training students and also in providing care for children of students.

CERRO COSO COMMUNITY COLLEGE
OTHER STUDENT SERVICES
1990-91

The Cerro Coso Child Development Center offers an organized, developmental and instructional program for children during the day and evening. Child care is available for children of Cerro Coso students as well as the community through the Cerro Coso Child Development Center.

The Cerro Coso Bookstore is owned by the Associated Students of Cerro Coso and is located in the Student Center on the main campus. The main campus bookstore also services the outreach centers.

Cerro Coso Community College, under the auspices of the California Association of Community Colleges, participates in inter-collegiate men's basketball and men's and women's cross country and golf.

Student Activities is a component of the Student Affairs Program, and as such, has been developed to provide students with an environment in which they may cultivate a feeling of identification, affiliation, friendship and responsibility. The Associated Students of Cerro Coso organization is open to all students. The Student Activities Programs vary in content from year to year including, but not limited to, sponsorship of clubs, lectures, workshops, performing artists, College art gallery showings, ID Card Discount Program featuring local merchants and the Spring Awards Program and luncheon.

The Cerro Coso Financial Aid Program is administered in accordance with a nationwide policy and philosophy of financial aid for education. Loans, state and federal grants and student jobs are available. Some funds are awarded in the form of scholarships on the basis of need and/or academic performance. At this time the Financial Aid Program services approximately 300 students with an additional 125 students receiving veteran benefits for education.

There are 30 scholarships and 50 possible awards in Cerro Coso's Scholarship Program.

The Learning Assistance Center (LAC) provides tutorial assistance for all courses offered through the College, a make-up testing service, assessment of learning skills and academic achievement. The LAC offers computer assisted instruction in basic skills (reading, writing, math), algebra, and GED preparation. Math labs are available as an alternate method of instruction for basic math and pre-algebra.

Students with learning disabilities are assisted by LAC staff members who work as a diagnostic team to develop an education program to remediate specific learning deficits.

Other LAC services include information and tests administration services for the SAT and CLEP Examinations on a regular, year-round basis.

PORTERVILLE COLLEGE
OTHER STUDENT SERVICES
1990-91

A full array of Student Services is available to the students at Porterville College. A description of those services follow.

ACADEMIC ADVISING

Porterville College offers a full range of academic advising services. The staff includes instructors as well as counselors. Students choose advisors according to their major and are scheduled for appointments by Admissions Office personnel.

ATHLETICS

Porterville College is a member of the Coast Valley Conference and participates in the following sports:

- Football
- Men's Cross Country
- Men's Track
- Men's Basketball
- Women's Cross Country
- Women's Track
- Baseball
- Women's Softball

Two full-time instructors serve as Head Coaches in Football and Basketball.

Porterville College is in a dilemma concerning athletics. A sufficient number of quality local athletes are not available to enable competition at an acceptable level. Consequently, out-of-area, out-of-state athletes must be recruited as supplements. No College housing is available. A limited amount of financial aid can be awarded without affecting local students who are non-athletes. There is no easy solution.

BOOKSTORE

The Porterville College Bookstore offers a full-line of textbooks and school supplies. In addition, a "boutique" has articles of clothing, paperbacks and assorted souvenirs.

One full-time employee is paid by the Kern Community College District. Profits from the Bookstore are the principal producer for the Porterville College Student Body. The Bookstore is supervised by the campus Business Officer. Evening business hours are now maintained on a regular basis.

CAFETERIA

The Porterville College cafeteria offers breakfast and lunch daily. The staff includes a Director and three full-time employees. The total operation is supervised by the Bookstore Manager, under the director of the campus Business Office. Profits and losses and unexpected operational expenses are included in the Associated Students' budget. Reducing the operating deficit is a continuous problem

CHILD CARE

The Child Development Center is funded by the State Department of Education of California and sponsored by the Kern Community College District, including fees charged to participating families, and donations from campus and community organizations. It is established for the preschool children of the students attending Porterville College. The Center will begin its program the first day of regularly scheduled College classes and is open all scheduled class days, including final examination week.

Special programs are offered for 6 infants, 10 toddlers and 34 preschoolers. Participants have planned curriculums and activities based on their own capabilities and developmental levels.

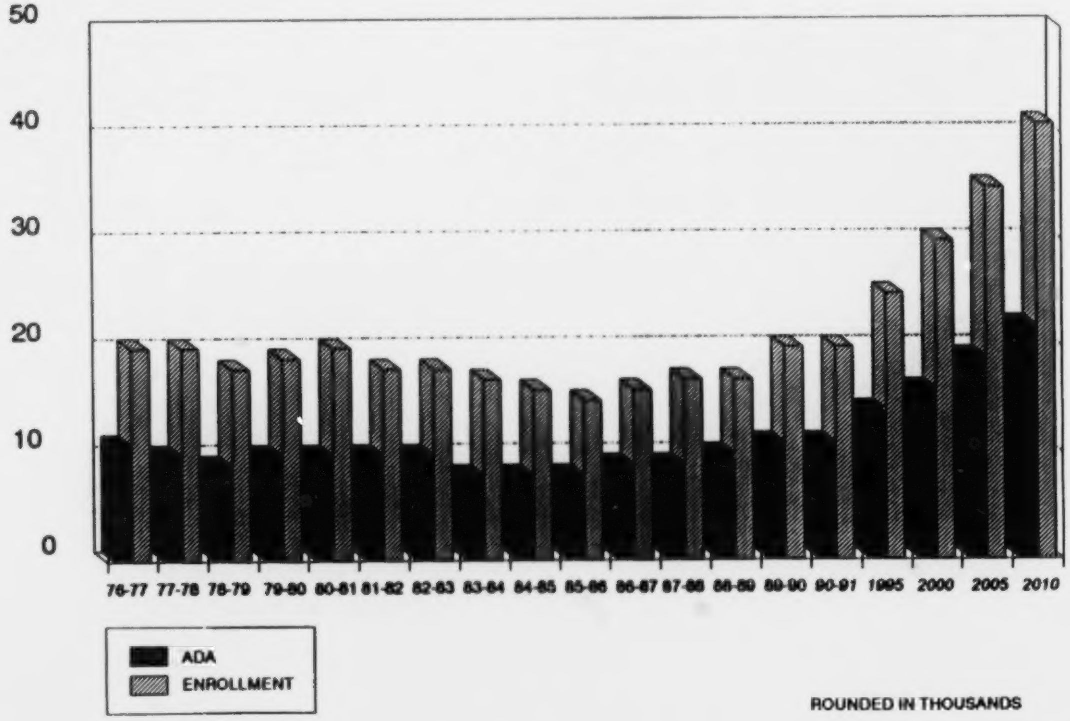
Future plans include a separate infant care facility to service more children, provided that adequate funding is available.

Additional needs in the Child Development Center are more extensive infant and toddler care and women's counseling services.

PART VI--STUDENT DEMOGRAPHICS

KERN COMMUNITY COLLEGE DISTRICT
ENROLLMENT AND ADA
HISTORY AND PROJECTIONS
1976-77 THROUGH 2010

YEAR	AVERAGE DAILY ATTENDANCE (ADA)	FALL ENROLLMENT
1976-77	11,542	20,436
1977-78	10,821	20,900
1978-79	9,967	18,449
1979-80	10,027	19,796
1980-81	10,583	20,893
1981-82	10,420	18,305
1982-83	10,015	18,531
1983-84*	8,854	17,586
1984-85	8,982	16,485
1985-86	8,913	15,785
1986-87	9,602	16,954
1987-88	9,705	17,001
1988-89	10,239	17,968
1989-90	11,086	20,107
1990-91	*11,499*	*20,339*
1995	*14,801*	*25,919*
2000	*16,893*	*30,257*
2005	*19,853*	*35,815*
2010	*22,679*	*41,061*



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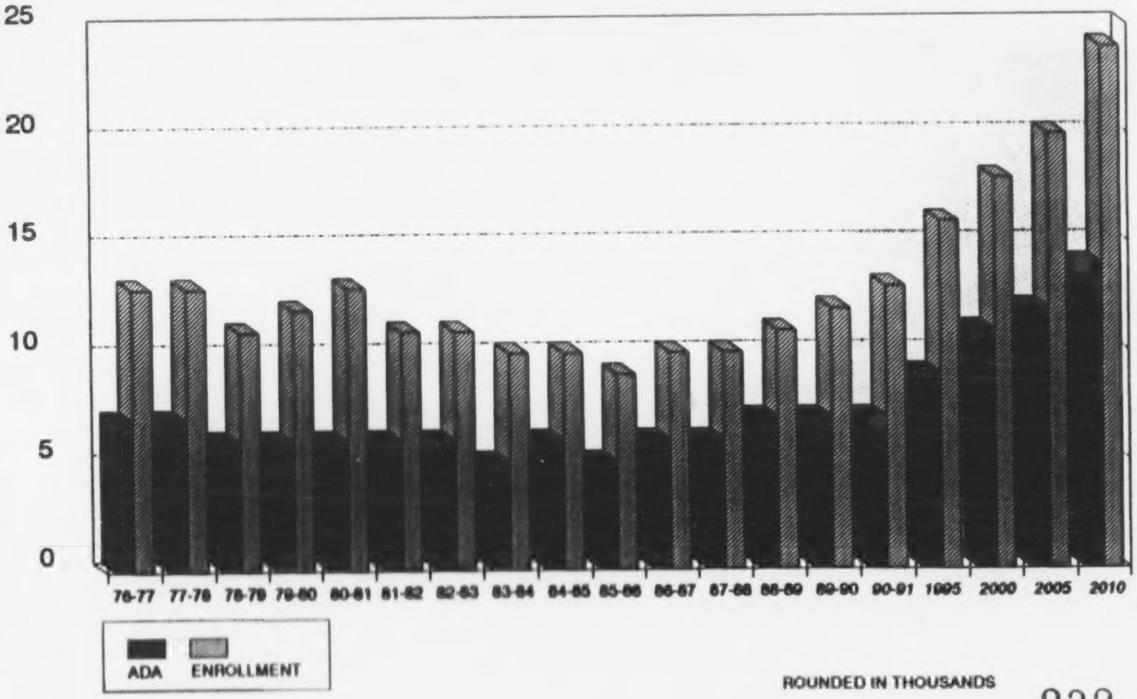
BAKERSFIELD COLLEGE
ENROLLMENT AND ADA
HISTORY AND PROJECTIONS
1976-77 THROUGH 2010

YEAR	ADA	FALL ENROLLMENT
1976-77	7,836	13,655
1977-78	7,238	13,380
1978-79	6,679	11,579
1979-80	6,636	12,210
1980-81	6,907	13,031
1981-82	6,682	11,750
1982-83	6,419	11,145
1983-84	5,972	10,650
1984-85	6,053	10,265
1985-86	5,875	9,969
1986-87	6,414	10,587
1987-88	6,509	10,511
1988-89	7,003	11,544
1989-90	7,368	12,473
1990-91	*7,910*	*13,227*
1995	*9,915*	*16,580*
2000	*11,221*	*18,765*
2005	*12,131*	*20,286*
2010	*14,490*	*24,231*

NOTE: Average Daily Attendance (ADA) projections were made by averaging the ratios of ADA to Enrollment for 1981-87 and using this ratio for subsequent years. (.5980)



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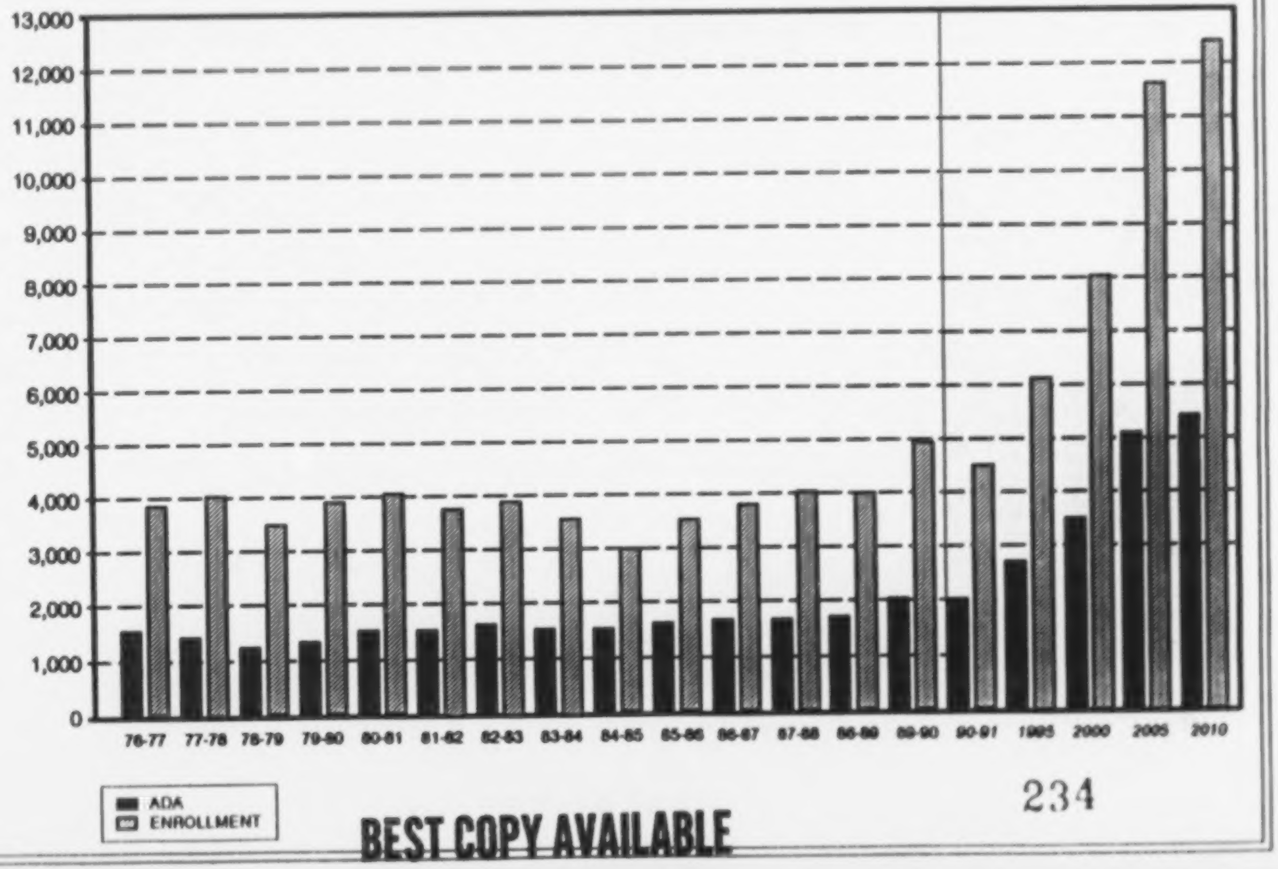
CERRO COSO COMMUNITY COLLEGE
ENROLLMENT AND ADA
HISTORY AND PROJECTIONS
1976-77 THROUGH 2010

YEAR	ADA	ENROLLMENT
1976-77	1,598	3,916
1977-78	1,441	4,045
1978-79	1,265	3,575
1979-80	1,384	3,938
1980-81	1,560	4,118
1981-82	1,585	3,820
1982-83	1,642	3,945
1983-84	1,546	3,606
1984-85	1,572	3,299
1985-86	1,656	3,595
1986-87	1,713	3,865
1987-88	1,719	4,065
1988-89	1,782	4,049
1989-90	2,052	4,974
1990-91	*2,006*	*4,559*
1995	*2,722*	*6,187*
2000	*3,536*	*8,037*
2005	*5,147*	*11,698*
2010	*5,486*	*12,470*

NOTE: Average Daily Attendance (ADA) projections were made by averaging the ratios of ADA to Enrollment for 1981-87 and using this ratio for subsequent years. (.4400)



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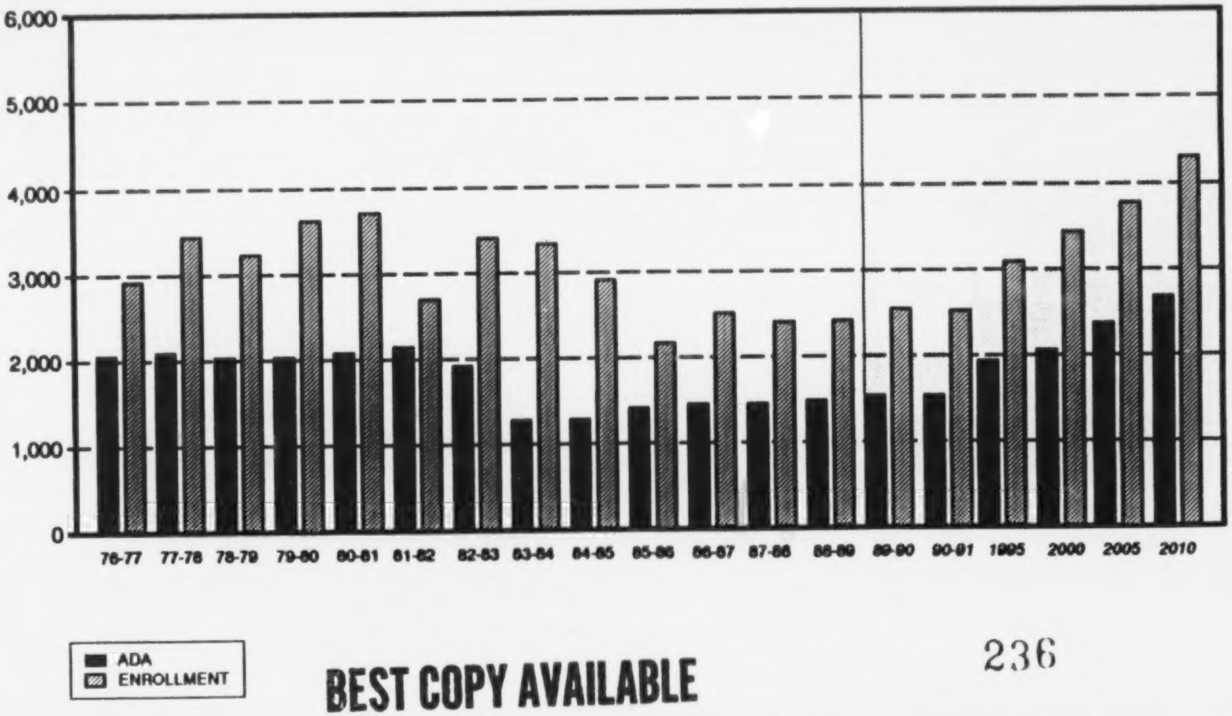
PORTERVILLE COLLEGE ENROLLMENT AND ADA HISTORY AND PROJECTIONS 1976-77 THROUGH 2010

YEAR	ADA	FALL ENROLLMENT
1976-77	2,108	2,865
1977-78	2,142	3,476
1978-79	2,023	3,295
1979-80	2,023	3,650
1980-81	2,116	3,744
1981-82	2,153	2,735
1982-83	1,954	3,441
1983-84	1,346	3,330
1984-85	1,357	2,931
1985-86	1,382	2,201
1986-87	1,475	2,502
1987-88	1,477	2,405
1988-89	1,479	2,395
1989-90	1,655	2,660
1990-91	*1,583*	*2,553*
1995	*1,954*	*3,152*
2000	*2,136*	*3,445*
2005	*2,375*	*3,831*
2010	*2,703*	*4,360*

NOTE: Average Daily Attendance (ADA) projections were made by using the average ADA/Enrollment ratios for 1981 and 1984-87 since these are the year that definitely exclude the Porterville Hospital enrollments. (This ratio is .62)



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KERN COMMUNITY COLLEGE DISTRICT
NUMBERS AND PERCENTS OF ENROLLMENTS BY ETHNICITY, BY COLLEGE
1983 THROUGH 1989

Campus	WHITE		HISPANIC		BLACK		OTHER*	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1983								
Bakersfield College	7,538	70.9	1,654	15.5	557	5.2	889	8.4
Cerro Coso College	2,907	82.2	109	3.1	145	4.1	374	10.6
Porterville College	2,538	76.2	515	15.5	74	2.2	202	6.1
Kern Community College District	12,983	74.1	2,278	13.0	776	4.4	1,465	8.4
1984								
Bakersfield College	7,426	72.3	1,548	15.1	519	5.1	772	7.5
Cerro Coso College	2,753	83.4	113	3.4	147	4.5	286	8.7
Porterville College	2,305	78.6	408	13.9	40	1.4	178	6.1
Kern Community College District	12,484	75.7	2,069	12.5	706	4.3	1,236	7.5
1985								
Bakersfield College	7,217	72.2	1,468	14.7	459	4.6	845	8.5
Cerro Coso College	2,972	82.7	118	3.3	155	4.3	350	9.7
Porterville College	2,609	77.8	482	14.4	67	2.0	195	5.8
Kern Community College District	12,798	74.7	2,068	12.0	681	4.0	1,390	8.1
1986								
Bakersfield College	7,500	70.8	1,577	14.9	470	4.4	1,040	9.8
Cerro Coso College	3,139	81.2	136	3.5	185	4.8	405	10.5
Porterville College	1,799	71.9	419	16.7	74	3.0	210	8.4
Kern Community College District	12,438	73.4	2,132	12.6	729	4.3	1,655	9.8
1987								
Bakersfield College	7,519	71.5	1,570	14.9	480	4.6	942	9.0
Cerro Coso College	3,368	82.4	136	3.3	148	3.6	433	10.7
Porterville College	1,688	70.2	469	19.5	68	2.8	180	7.5
Kern Community College District	12,575	74.0	2,175	13.0	696	4.1	1,555	8.9
1988								
Bakersfield College	8,180	70.9	1,820	15.8	556	4.8	988	8.6
Cerro Coso College	3,319	82.0	143	3.5	147	3.6	440	10.9
Porterville College	1,680	70.1	456	19.0	74	3.1	185	7.7
Kern Community College District	13,179	73.3	2,419	13.4	777	4.3	1,613	9.0
1989								
Bakersfield College	8,539	68.5	2,198	17.6	644	5.2	1,092	8.8
Cerro Coso College	4,223	84.9	165	3.3	130	2.6	456	9.2
Porterville College	1,759	66.1	616	23.2	66	2.5	219	8.2
Kern Community College District	14,521	72.2	2,979	14.8	840	4.2	1,767	8.8

* "Other" includes Asian, American Indian, Filipino, Other, and Unknown

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KERN COMMUNITY COLLEGE DISTRICT
STUDENTS ENROLLED IN NON-CREDIT CLASSES ONLY, BY COLLEGE
FALL 1982 THROUGH 1989

Campus	1982		1983		1984		1985		1986		1987		1988		1989	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Bakersfield College	342	3	445	4	362	4	402	4	293	3	161	2	470	4	419	3
Cerro Coso College	29	1	9	1	6	1	49	1	77	2	134	3	144	4	334	7
Porterville College	1,224	36	1,171	35	986	34	1,152	34	54	2	47	2	30	1	20	1
Kern Community College District	1,595	9	1,625	9	1,354	8	1,603	9	424	3	342	2	644	4	773	4

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KERN COMMUNITY COLLEGE DISTRICT
PART-TIME STUDENTS, BY COLLEGE
FALL 1982 THROUGH 1989

Campus	1982		1983		1984		1985		1986		1987		1988		1989	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Bakersfield College	7,632	67	7,110	67	6,909	67	6,766	68	7,379	70	7,405	71	7,881	68	8,657	69
Cerro Coso College	3,508	89	3,123	88	2,863	87	3,179	88	3,369	87	3,523	86	3,476	86	4,137	83
Porterville College	1,543	45	1,479	44	1,377	47	1,572	47	1,818	73	1,749	73	1,770	74	1,893	71
Kern Community College District	12,683	68	11,712	67	11,149	66	11,517	68	12,566	74	12,677	75	13,127	73	14,687	73

NOTE: In calculating full-time and part-time enrollments, non-credit students are treated as a separate entity.

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KERN COMMUNITY COLLEGE DISTRICT
FULL-TIME STUDENTS, BY COLLEGE
FALL 1982 THROUGH 1989

Campus	1982		1983		1984		1985		1986		1987		1988		1989	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Bakersfield College	3,171	29	3,083	29	2,994	29	2,821	28	2,915	28	2,945	28	3,193	28	3,397	27
Cerro Coso College	408	10	403	11	430	13	367	10	419	11	428	11	429	11	503	10
Porterville College	674	20	679	20	568	19	629	19	630	25	609	25	595	25	747	28
Kern Community College District	4,253	23	4,165	24	3,992	24	3,817	23	3,964	23	3,982	23	4,217	23	4,647	23

NOTE: In calculating full-time and part-time enrollments, non-credit students are treated as a separate entity. The chart that displays the non-credit enrollments and percentages brings the total to 100%.

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KERN COMMUNITY COLLEGE DISTRICT
STUDENT COMPOSITION BY AGE
FALL 1982 THROUGH 1989

Age	1982		1983		1984		1985		1986		1987		1988		1989	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Less than 18	443	2	268	2	288	2	272	2	383	2	372	2	355	2	492	2
18 - 20	4,574	25	4,299	25	3,869	23	3,725	22	3,745	22	4,012	24	4,205	23	4,687	23
21 - 24	3,085	17	2,813	16	2,644	16	2,599	15	2,504	15	2,414	14	2,416	13	2,637	13
25 - 29	3,086	17	3,008	17	2,778	17	2,788	16	2,623	15	2,499	15	2,541	14	2,736	14
30 - 34	2,424	13	2,221	13	2,194	13	2,251	13	2,323	14	2,352	14	2,493	14	2,605	13
35 - 64	4,422	24	4,347	25	4,232	26	4,726	28	4,803	28	4,941	29	5,395	30	6,136	31
65 Plus	323	2	373	2	294	2	349	2	303	2	261	2	401	2	504	3
Unknown	174	1	173	1	196	1	227	1	270	2	150	1	182	1	310	1
TOTAL	18,531		17,502		16,495		16,937		16,954		17,001		17,988		20,107	

NOTE: The data above, for 1982, 1983, 1985, and 1986 includes enrollments for the Porterville State Hospital.

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BAKERSFIELD COLLEGE
STUDENT COMPOSITION BY AGE
FALL 1982 THROUGH 1989

Age	1982		1983		1984		1985		1986		1987		1988		1989	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Less than 18	240	2	125	1	121	1	116	1	155	1	108	1	137	1	138	1
18 - 20	3,385	30	3,146	30	2,915	28	2,740	27	2,700	26	2,888	28	3,145	27	3,482	28
21 - 24	1,907	17	1,775	17	1,720	17	1,633	16	1,612	15	1,554	15	1,584	14	1,772	14
25 - 29	1,804	16	1,769	17	1,688	17	1,578	16	1,566	15	1,475	14	1,549	13	1,848	13
30 - 34	1,280	12	1,205	11	1,214	12	1,195	12	1,436	14	1,450	14	1,545	13	1,596	13
35 - 64	2,196	20	2,253	21	2,257	22	2,354	24	2,769	26	2,837	27	3,251	28	3,484	28
65 Plus	203	2	257	3	202	2	255	3	191	2	120	1	252	2	255	2
Unknown	130	1	108	1	148	1	118	1	158	1	79	1	81	1	78	1
TOTAL	11,145		10,638		10,265		9,989		10,587		10,511		11,544		12,473	

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CERRO COSO COLLEGE
STUDENT COMPOSITION BY AGE
FALL 1982 THROUGH 1989

Age	1982		1983		1984		1985		1986		1987		1988		1989	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Less than 18	126	3	75	2	89	3	74	2	154	3	180	4	123	3	260	5
18 - 20	529	13	504	14	456	14	423	12	458	12	511	13	465	12	517	10
21 - 24	674	17	590	17	523	16	551	15	558	14	564	14	545	14	542	11
25 - 29	687	17	676	19	624	19	698	19	722	19	713	18	695	17	770	16
30 - 34	581	15	495	14	504	15	552	15	571	15	600	15	635	16	711	14
35 - 64	1,241	32	1,102	31	1,024	31	1,182	33	1,262	33	1,364	33	1,403	35	1,783	36
65 Plus	81	2	50	1	39	1	39	1	42	1	85	2	86	2	165	3
Unknown	26	1	43	1	40	1	76	2	98	3	68	2	97	2	226	5
TOTAL	3,945		3,535		3,299		3,595		3,865		4,085		4,049		4,974	

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PORTERVILLE COLLEGE
STUDENT COMPOSITION BY AGE
FALL 1982 THROUGH 1989

Age	1982		1983		1984		1985		1986		1987		1988		1989	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Less than 18	77	2	68	2	78	3	82	2	74	3	84	4	95	4	94	4
18 - 20	660	19	649	19	496	17	562	17	587	23	613	26	595	25	678	26
21 - 24	504	15	448	14	401	14	415	12	334	13	296	12	287	12	323	12
25 - 29	595	17	563	17	466	16	512	15	335	13	311	13	297	12	318	12
30 - 34	563	16	521	15	476	16	504	15	318	13	302	13	313	13	298	11
35 - 64	985	29	992	30	951	32	1,190	35	772	31	740	31	741	31	859	32
65 Plus	39	1	66	2	53	2	55	3	70	3	56	2	63	3	84	3
Unknown	18	—	22	1	8	—	33	1	14	1	3	—	4	—	6	—
TOTAL	3,441*		3,329*		2,931		3,353*		2,502		2,405		2,395		2,660	

* Porterville State Hospital included in count.

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NUMBER AND PERCENT OF HIGH SCHOOL GRADUATES WHO HAVE ATTENDED BAKERSFIELD COLLEGE 1981 THROUGH 1989

School Year of Graduates	Number of Seniors	Number Enrolled at BC in Fall Following Graduation	Percent	Total Enrolled at BC Through Spring 1990	Percent
Arvin High School					
1981	240	56	23	113	47
1982	258	58	22	122	47
1983	221	54	24	109	49
1984	196	48	24	101	52
1985	233	62	27	108	46
1986	225	39	17	78	35
1987	221	57	26	75	34
1988	314	58	18	78	25
1989	308	79	26	115	37
Bakersfield High School					
1981	428	169	39	360	84
1982	514	162	32	317	62
1983	419	180	43	364	87
1984	388	156	40	309	80
1985	371	172	46	337	91
1986	373	172	46	317	85
1987	475	185	39	317	67
1988	679	220	32	279	41
1989	604	242	40	338	56
Delano High School					
1981	264	70	27	184	70
1982	265	47	18	118	45
1983	300	68	23	144	48
1984	300	81	27	166	55
1985	248	61	25	119	48
1986	248	89	36	139	56
1987	260	47	18	111	43
1988	318	68	21	99	31
1989	263	61	23	116	44

Number and Percent of High School Graduates
Who Have Attended Bakersfield College
Page two

School Year of Graduates	Number of Seniors	Number Enrolled at BC in Fall Following Graduation	Percent	Total Enrolled at BC Through Spring 1990	Percent
East Bakersfield High School					
1981	236	72	31	168	71
1982	271	76	28	142	52
1983	233	77	33	146	63
1984	247	69	28	148	60
1985	227	73	32	142	63
1986	238	73	31	143	60
1987	309	104	34	172	56
1988	386	125	32	164	42
1989	411	139	34	227	55
Foothill High School					
1981	286	101	35	191	67
1982	310	77	25	152	49
1983	251	70	28	137	55
1984	234	66	28	121	52
1985	231	77	33	136	59
1986	248	89	36	148	60
1987	254	68	27	122	48
1988	364	111	30	135	37
1989	351	97	28	150	43
Garces High School					
1981	105	38	36	74	70
1982	114	46	40	74	65
1983	108	49	45	78	72
1984	133	58	44	91	68
1985	114	31	27	61	54
1986	134	39	29	59	44
1987	129	58	45	89	69
1988	133	59	44	81	61
1989	115	45	39	88	77
Highland High School					
1981	254	101	40	195	77
1982	292	76	26	186	64
1983	210	103	49	169	80
1984	206	80	39	145	70
1985	221	93	42	153	69
1986	224	90	40	136	61
1987	225	94	42	144	64
1988	275	100	36	120	44
1989	291	110	38	162	56

Number and Percent of High School Graduates Who Have Attended Bakersfield College

School Year of Graduates	Number of Seniors	Number Enrolled at BC in Fall Following Graduation	Percent	Total Enrolled at BC Through Spring 1990	Percent
Kern Valley High School					
1981	100	10	10	42	42
1982	155	24	15	68	44
1983	91	18	20	46	51
1984	103	30	29	51	50
1985	112	17	15	30	27
1986	140	21	15	36	26
1987	120	21	18	38	32
1988	127	16	13	18	14
1989	138	18	13	40	29
McFarland High School					
1981	67	16	24	38	57
1982	62	14	23	30	48
1983	78	24	31	44	56
1984	61	14	23	28	46
1985	78	17	22	35	45
1986	76	31	41	48	63
1987	100	20	20	38	38
1988	73	18	25	24	33
1989	91	27	28	41	45
North High School					
1981	405	147	36	288	71
1982	448	131	29	229	51
1983	372	134	36	247	66
1984	361	120	33	220	61
1985	339	139	41	223	66
1986	319	106	33	189	59
1987	389	161	41	241	62
1988	414	133	32	161	39
1989	416	144	35	221	53
Shafter High School					
1981	166	56	34	98	59
1982	156	37	24	68	44
1983	166	37	22	82	49
1984	164	57	35	81	49
1985	163	44	27	76	47
1986	131	30	23	54	41
1987	180	42	23	67	37
1988	193	43	22	56	29
1989	222	54	24	91	41

School Year of Graduates	Number of Seniors	Number Enrolled at BC in Fall Following Graduation	Percent	Total Enrolled at BC Through Spring 1990	Percent
South High School					
1981	301	100	33	204	68
1982	362	86	24	176	49
1983	280	93	33	173	62
1984	283	96	34	166	59
1985	279	116	42	204	73
1986	251	91	36	158	63
1987	303	97	32	164	54
1988	432	110	25	145	34
1989	384	100	26	186	48
Tehachapi High School					
1981	119	30	25	67	56
1982	99	18	18	46	46
1983	142	31	22	60	42
1984	114	22	19	54	47
1985	104	24	23	59	57
1986	94	19	20	45	48
1987	120	20	17	46	38
1988	155	33	21	55	35
1989	162	46	28	65	40
West High School					
1981	388	144	37	260	67
1982	464	420	91	257	55
1983	403	154	38	268	67
1984	354	134	38	230	65
1985	355	129	36	220	62
1986	376	128	34	225	60
1987	374	128	34	202	54
1988	470	152	32	195	41
1989	503	166	33	261	52
Total of All Schools					
1981	3,254	1,072	33	2,208	68
1982	3,656	1,226	34	1,911	52
1983	3,166	1,043	33	1,989	63
1984	3,011	973	32	1,820	60
1985	2,958	1,060	36	1,943	66
1986	2,812	948	34	1,662	59
1987	3,150	1,002	32	1,670	53
1988	4,007	1,144	29	1,473	37
1989	4,259	1,328	31	2,101	49

NUMBER AND PERCENT OF HIGH SCHOOL GRADUATES WHO HAVE ATTENDED CERRO COSO COMMUNITY COLLEGE 1981 THROUGH 1989

School Year of Graduates	Number of Seniors	Number Enrolled at CC in Fall Following Graduation	Percent	Total Enrolled at CC Through Spring 1990	Percent
Burroughs High School					
1981	391	81	21	226	58
1982	270	101	37	235	87
1983	261	126	48	238	91
1984	236	88	37	185	78
1985	238	67	28	147	62
1986	285	82	29	167	59
1987	309	83	27	167	54
1988	350	76	22	111	32
1989	324	115	36	193	60

NUMBER AND PERCENT OF HIGH SCHOOL GRADUATES WHO HAVE ATTENDED PORTERVILLE COLLEGE 1981 THROUGH 1989

School Year of Graduates	Number of Seniors	Number Enrolled at PC in Fall Following Graduation	Percent	Total Enrolled at PC Through Spring 1990	Percent
Monache High School					
1981	289	108	37	191	66
1982	290	110	38	214	74
1983	284	90	32	185	65
1984	285	76	27	180	63
1985	294	101	34	172	59
1986	286	69	24	164	57
1987	302	74	25	149	49
1988	299	106	35	131	44
1989	320	128	40	183	57
Porterville High School					
1981	309	126	41	230	74
1982	316	99	31	213	67
1983	278	122	44	228	82
1984	267	77	29	179	67
1985	293	94	32	172	59
1986	266	99	37	160	60
1987	267	71	27	143	54
1988	307	96	31	121	39
1989	304	96	32	168	55
Total of All Schools					
1981	598	234	39	421	70
1982	606	209	34	427	70
1983	562	212	38	413	73
1984	552	153	28	359	65
1985	587	195	33	344	59
1986	552	168	30	324	59
1987	569	145	25	292	51
1988	606	202	33	252	42
1989	624	224	36	351	56

PART VII--STAFFING

CLASSIFIED STAFF ANALYSES AND FUTURE PLANS
1990-91

The full-time equivalent of budgeted classified staff increased by 9% from the 1989-90 budget to the 1990-91 budget. The total expenditure for classified was 22.8% of the operating budget, which is consistent with the previous four years budgets.

During the 1989-90 AcademicYear, pursuant to the agreement with the California School Employees Association, one-third of the positions, primarily those in the clerical area, were reviewed. As a result of the reorganization, adjustments were made in rank and/or job titles of several clerical employees. The decision was made by a committee composed of administrators and classified employees.

District average daily attendance growth has increased the demand for services provided by classified employees. It is possible that with existing personnel resources being studied, additional classified positions may be needed in high growth areas. A concomitant goal is to maximize equipment, supply and working condition support for classified staff in order to increase their productivity.

KERN COMMUNITY COLLEGE DISTRICT
BUDGETED FULL-TIME EQUIVALENTS OF REGULAR CLASSIFIED STAFF, BY LOCATION
1985-86 THROUGH 1990-91

CAMPUS	1985-86		1986-87		1987-88		1988-89		1989-90		1990-91	
District Office												
Administrative and Supervisory	4.00		4.00		4.00		11.00		11.00		11.00	
Regular		24.50		26.98		26.98		26.98		28.73		23.00
Bakersfield College												
Administrative and Supervisory	4.00		4.00		3.00		3.00		3.00		5.00	
Regular		216.08		223.56		215.23		234.81		253.27		270.75
Cerro Coso Community College												
Administrative and Supervisory	4.00		4.00		3.00		2.00		2.00		2.00	
Regular		48.46		48.13		50.03		54.67		53.53		64.05
Porterville College												
Administrative and Supervisory	3.00		3.00		3.00		3.00		4.00		3.00	
Regular		47.52		48.14		43.99		48.26		49.69		51.29
TOTAL												
Administrative and Supervisory	15.00		15.00		13.00		19.00		20.00		21.00	
Regular		336.56		346.81		336.23		364.72		385.22		409.09

Source: KCCD Final Budgets (Object, Employees) 1985-86 through 1990-91

KERN COMMUNITY COLLEGE DISTRICT
BUDGETED FULL-TIME EQUIVALENTS
OF REGULAR CERTIFICATED STAFF, BY LOCATION
1985-86 THROUGH 1990-91

CAMPUS	1985-86			1986-87			1987-88			1988-89			1989-90			1990-91		
District Office																		
Administrative and Supervisory	2.00			3.00			3.00			3.00			3.00			3.00		
Bakersfield College																		
Administrative and Supervisory	10.00			11.00			13.00			13.00			14.00			14.00		
Instructional		194.17			189.22			175.91			179.05			186.81			187.03	
Non-Instructional			37.54			38.30			41.33			41.93			41.02			47.62
Cerro Coso Community College																		
Administrative and Supervisory	6.70			6.70			6.70			6.70			6.70			8.70		
Instructional		21.40			21.60			24.00			24.00			23.50			22.80	
Non-Instructional			6.80			6.80			8.80			8.80			10.80			11.00
Porterville College																		
Administrative and Supervisory	4.00			4.00			4.00			4.00			4.60			6.00		
Instructional		43.40			42.15			41.23			43.17			42.63			42.83	
Non-Instructional			11.09			9.72			13.22			13.22			14.46			14.76
TOTAL:																		
Administrative and Supervisory	22.70			24.70			26.70			26.70			28.30			31.70		
Instructional		258.97			252.97			241.14			246.22			252.94			252.66	
Non-Instructional			55.43			54.82			63.35			63.95			66.28			73.38

Source: KCCD Final Budgets (Object, Employees) 1985-86 through 1990-91

KERN COMMUNITY COLLEGE DISTRICT
CONFIDENTIAL AND MANAGEMENT STAFF
ANALYSIS AND FUTURE PLANS
1990-91

In 1982-83, there were 45 management personnel and 13 confidential personnel for a total of 58 employees who served in the Administrative group for the Board of Trustees. By 1986-87, that number had been reduced to 48 management and confidential employees.

Between 1989-90 and 1990-91 the number of confidential and management staff increased by 9 for a total of 61. This increase included the designation of three classified staff members and four certificated staff members as managers. Four new management positions were added: (a) Auditor/ Disbursing Officer/Analyst at the District Office; (b) Director of Personnel Services and Director of Admissions and Records/Registrar at Bakersfield College; and (c) Associate Dean of Instruction at Porterville College. One management position at the District was eliminated by the reassignment of purchasing functions to other District Office staff. One confidential position at Bakersfield College was changed to classified non-confidential.

Changes in state law requiring a greater number of reports and additional supervision may affect the number of confidential and management staff. Expansions into the Southwest part of Bakersfield and increased services in the Mammoth Lakes-Bishop area and also may require additional administrative staff in the future.

NUMBERS OF
CONFIDENTIAL AND MANAGEMENT STAFF
BY LOCATION
1984-85 THROUGH 1990-91

LOCATION	MANAGEMENT	CONFIDENTIAL	TOTAL
1984-85			
District Office	7	6	13
Bakersfield College	15	3	18
Cerro Coso College	11	1	12
Porterville College	5	2	7
TOTAL	**38**	**12**	**50**
1985-86			
District Office	7	6	13
Bakersfield College	14	3	17
Cerro Coso College	10	1	11
Porterville College	5	2	7
TOTAL	**36**	**12**	**48**
1986-87			
District Office	7	6	13
Bakersfield College	14	3	17
Cerro Coso College	9	1	10
Porterville College	7	1	8
TOTAL	**37**	**11**	**48**
1987-88			
District Office	7	6	13
Bakersfield College	14	3	17
Cerro Coso College	9	1	10
Porterville College	7	1	8
TOTAL	**37**	**11**	**48**
1988-89			
District Office	7	6	13
Bakersfield College	17	3	20
Cerro Coso College	10	1	11
Porterville College	8	1	9
TOTAL	**42**	**11**	**53**

Numbers of Confidential and Management Staff
By Location, 1984-85 through 1990-91
Page two

LOCATION	MANAGEMENT	CONFIDENTIAL	
1989-90			
District Office	7	6	
Bakersfield College	16	3	
Cerro Coso College	10	1	
Porterville College	8	1	
TOTAL	**41**	**11**	
1990-91			
District Office	8	6	14
Bakersfield College	20	2	22
Cerro Coso College	12	1	13
Porterville College	11	1	12
TOTAL	**51**	**10**	**61**

KERN COMMUNITY COLLEGE DISTRICT
AFFIRMATIVE ACTION
GOALS AND TIMETABLES
1989-90 through 1991-92

Executive/Administrative/Managerial

Total Number of Authorized Positions in Job (sub) Category at this College/District Office: 43	District Parity Goals for 1991-92 for this Job Category		Number of Current Employees in this Job Category at this College/District Office	Number of Persons Underrepresented at this College/District Office	1989-90 Goals for this Location	1990-90 Goals for this Location	1991-92 Goals for this Location
	Percent	Number	Number	Number	Number	Number	Number
Alaskan Native/ American Indian	0	0	0	0	–	–	–
Asian/Pacific Islander	2.4	1	0	1	–	–	1
Black	9.3	4	2	2	–	1	2
Chicano/Hispanic	16.3	7	6	1	–	2	2
All Women	46.6	20	18	2	2	1	1
	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Number of anticipated retirees over next three years -- 2
Number of probable vacancies due to other reasons (terminations, illness, etc.) over next three years* -- 8
TOTAL anticipated vacancies -- 10

* Include those anticipated vacancies created by addressing the 75-25% full-time to part-time ratio and enrollment growth.

Report Prepared by David C. Scott, Assistant Chancellor, Personnel, March 26,1990

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KCCD Affirmative Action
Goals and Timetables, 1989-90 through 1991-92
Page two

Teaching Faculty (Full-Time)

Total Number of Authorized Positions in Job (sub) Category at this College/District Office: 222	District Parity Goals for 1991-92 for this Job Category		Number of Current Employees in this Job Category at this College/District Office	Number of Persons Underrepresented at this College/District Office	1989-90 Goals for this Location	1990-90 Goals for this Location	1991-92 Goals for this Location
	Percent	Number	Number	Number	**Number**	Number	Number
Alaskan Native/ American Indian	1.4	3	2	1	-	1	2
Asian/Pacific Islander	3.2	7	3	4	1	1	1
Black	6.3	14	8	6	3	3	3
Chicano/Hispanic	19.9	44	8	36	6	7	7
All Women	49.1	109	79	30	12	12	11
	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Number of anticipated retirees over next three years -- 54
Number of probable vacancies due to other reasons (terminations, illness, etc.) over next three years* -- 18
TOTAL anticipated vacancies -- 72

* Include those anticipated vacancies created by addressing the 75-25% full-time to part-time ratio and enrollment growth.

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KCCD Affirmative Action
Goals and Timetables, 1989-90 through 1991-92
Page three

Teaching Faculty (Hourly)

Total Number of Authorized Positions in Job (sub) Category at this College/District Office: 502	District Parity Goals for 1991-92 for this Job Category		Number of Current Employees in this Job Category at this College/District Office	Number of Persons Underrepresented at this College/District Office	1989-90 Goals for this Location	1990-90 Goals for this Location	1991-92 Goals for this Location
	Percent	Number	Number	Number	Number	Number	Number
Alaskan Native/ American Indian	1.4	7	3	4	-	1	1
Asian/Pacific Islander	3.4	17	5	12	3	2	2
Black	4.8	24	9	15	4	4	4
Chicano/Hispanic	17.4	87	6	81	8	8	8
All Women	46.7	234	199	35	14	13	14
	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Number of anticipated retirees over next three years -- 0
Number of probable vacancies due to other reasons (terminations, illness, etc.) over next three years* -- 74
TOTAL anticipated vacancies -- 74

* Include those anticipated vacancies created by addressing the 75-25% full-time to part-time ratio and enrollment growth.

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Other Certificated Staff (Full-time)

Total Number of Authorized Positions in Job (sub) Category at this College/District Office: 72	District Parity Goals for 1991-92 for this Job Category		Number of Current Employees in this Job Category at this College/District Office	Number of Persons Underrepresented at this College/District Office	1989-90 Goals for this Location	1990-90 Goals for this Location	1991-92 Goals for this Location
	Percent	Number	Number	Number	Number	Number	Number
Alaskan Native/ American Indian	1.4	1	0	1	-	1	-
Asian/Pacific Islander	5.6	4	1	3	-	2	1
Black	7.0	5	5	0	1	1	1
Chicano/Hispanic	19.5	14	9	5	3	1	1
All Women	50.0	36	36	0	1	2	2
	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Number of anticipated retirees over next three years -- 12
Number of probable vacancies due to other reasons (terminations, illness, etc.) over next three years* -- 10
TOTAL anticipated vacancies -- 22

* Include those anticipated vacancies created by addressing the 75-25% full-time to part-time ratio and enrollment growth.

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KCCD Affirmative Action
Goals and Timetables, 1989-90 through 1991-92
Page five

Professional Non-Faculty Staff (Classified)

Total Number of Authorized Positions in Job (sub) Category at this College/District Office: 6	District Parity Goals for 1991-92 for this Job Category		Number of Current Employees in this Job Category at this College/District Office	Number of Persons Underrepresented at this College/District Office	1989-90 Goals for this Location	1990-90 Goals for this Location	1991-92 Goals for this Location
	Percent	Number	Number	Number	Number	Number	Number
Alaskan Native/ American Indian	0	0	0	0	-	-	-
Asian/Pacific Islander	0	0	0	0	-	-	-
Black	16.6	1	0	0	-	1	-
Chicano/Hispanic	33.3	2	0	0	-	1	-
All Women	50.0	3	2	0	-	-	-
	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Number of anticipated retirees over next three years -- 0
Number of probable vacancies due to other reasons (terminations, illness, etc.) over next three years* -- 1
TOTAL anticipated vacancies -- 1

* Include those anticipated vacancies created by addressing the 75-25% full-time to part-time ratio and enrollment growth.

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KCCD Affirmative Action
Goals and Timetables 1989-90 through 1991-92
Page six

Secretarial/Clerical

Total Number of Authorized Positions in Job (sub) Category at this College/District Office: 99	District Parity Goals for 1991-92 for this Job Category		Number of Current Employees in this Job Category at this College/District Office	Number of Persons Underrepresented at this College/District Office	1989-90 Goals for this Location	1990-90 Goals for this Location	1991-92 Goals for this Location
	Percent	Number	Number	Number	Number	Number	Number
Alaskan Native/ American Indian	2.1	2	1	1	–	–	1
Asian/Pacific Islander	5.1	5	4	1	–	2	–
Black	6.1	6	6	0	–	3	1
Chicano/Hispanic	18.2	18	14	4	3	3	1
All Women	63.7	63	82	0	10	10	10
	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Number of anticipated retirees over next three years -- 10
Number of probable vacancies due to other reasons (terminations, illness, etc.) over next three years* -- 18
TOTAL anticipated vacancies -- 28

* Include those anticipated vacancies created by addressing the 75-25% full-time to part-time ratio and enrollment growth.

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Technical/Paraprofessional

Total Number of Authorized Positions in Job (sub) Category at this College/District Office: 70	District Parity Goals for 1991-92 for this Job Category		Number of Current Employees in this Job Category at this College/District Office	Number of Persons Underrepresented at this College/District Office	1989-90 Goals for this Location	1990-90 Goals for this Location	1991-92 Goals for this Location
	Percent	Number	Number	Number	Number	Number	Number
Alaskan Native/ American Indian	0	0	0	0	-	-	-
Asian/Pacific Islander	5.8	4	1	3	1	1	-
Black	8.6	6	2	4	1	1	1
Chicano/Hispanic	20.0	14	13	1	2	1	2
All Women	55.8	39	55	0	3	3	4
	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Number of anticipated retirees over next three years -- 8
Number of probable vacancies due to other reasons (terminations, illness, etc.) over next three years* -- 11
TOTAL anticipated vacancies -- 19

* Include those anticipated vacancies created by addressing the 75-25% full-time to part-time ratio and enrollment growth.

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Skilled Crafts

Total Number of Authorized Positions in Job (sub) Category at this College/District Office: 12	District Parity Goals for 1991-92 for this Job Category		Number of Current Employees in this Job Category at this College/District Office	Number of Persons Underrepresented at this College/District Office	1989-90 Goals for this Location	1990-90 Goals for this Location	1991-92 Goals for this Location
	Percent	Number	Number	Number	Number	Number	Number
Alaskan Native/ American Indian	0	0	0	0	-	-	-
Asian/Pacific Islander	0	0	0	0	-	-	-
Black	8.4	1	0	0	-	-	-
Chicano/Hispanic	25.0	3	1	2	-	2	-
All Women	41.7	5	1	4	-	2	-
	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Number of anticipated retirees over next three years -- 1
Number of probable vacancies due to other reasons (terminations, illness, etc.) over next three years* -- 2
TOTAL anticipated vacancies -- 3

* Include those anticipated vacancies created by addressing the 75-25% full-time to part-time ratio and enrollment growth.

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Service/Maintenance

Total Number of Authorized Positions in Job (sub) Category at this College/District Office: 63	District Parity Goals for 1991-92 for this Job Category		Number of Current Employees in this Job Category at this College/District Office	Number of Persons Underrepresented at this College/District Office	1989-90 Goals for this Location	1990-90 Goals for this Location	1991-92 Goals for this Location
	Percent	Number	Number	Number	**Number**	Number	Number
Alaskan Native/ American Indian	1.6	1	0	1	-	-	1
Asian/Pacific Islander	6.4	4	0	4	1	-	2
Black	8.0	5	7	0	1	-	-
Chicano/Hispanic	20.7	13	10	3	1	1	2
All Women	31.8	20	9	11	2	3	1
	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Number of anticipated retirees over next three years --
Number of probable vacancies due to other reasons (terminations, illness, etc.) over next three years* --
TOTAL anticipated vacancies --

* Include those anticipated vacancies created by addressing the 75-25% full-time to part-time ratio and enrollment growth.

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Total All Groups

Total Number of Authorized Positions in Job (sub) Category at this College/District Office: 1075	District Parity Goals for 1991-92 for this Job Category		Number of Current Employees in this Job Category at this College/District Office	Number of Persons Underrepresented at this College/District Office	1989-90 Goals for this Location	1990-90 Goals for this Location	1991-92 Goals for this Location
	Percent	Number	Number	Number	Number	Number	Number
Alaskan Native/ American Indian	1.4	15	6	9	1	3	5
Asian/Pacific Islander	3.9	42	25	17	6	8	6
Black	6.2	66	54	12	11	16	14
Chicano/Hispanic	18.7	201	87	114	24	27	23
All Women	49.2	529	479	50	44	47	42
	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Number of anticipated retirees over next three years -- 96
Number of probable vacancies due to other reasons (terminations, illness, etc.) over next three years* -- 169
TOTAL anticipated vacancies -- 265

* Include those anticipated vacancies created by addressing the 75-25% full-time to part-time ratio and enrollment growth.

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KERN COMMUNITY COLLEGE DISTRICT STAFF DIVERSITY/AFFIRMATIVE ACTION POLICIES AND GOALS

1990-91

The Kern Community College District is committed to both the letter and spirit of the Assembly Bill 1725 legislation which mandates that 30% of new hires in California community colleges in the next five years be members of underrepresented minority groups and that by the year 2005 staffs be representive of the communities served by the colleges.

It shall be the policy of the Kern Community College District that equal opportunity to seek, obtain, hold, and advance in employment in the District shall be afforded to all who qualify without discrimination because of race, color, religion, national origin, sex, age, handicap, status as a Vietnam-era veteran, and/or marital status. Appropriate qualifications for the performance of specific duties are the basic criteria for the employment and promotion of personnel. Equal opportunity is a condition and affirmative action is the means by which the condition is achieved. There will be a continuous examination of employment policies and procedures of the District and its Colleges. Additional efforts will be made to recruit, develop and to promote qualified members of groups that are underrepresented in our work force, even if that underrepresentation cannot be traced to particular discriminatory actions on the part of the District.

Pursuant to this commitment and policy the Kern Community College District maintains an affirmative action staff diversity plan and goals and timetables with the State Chancellor's Office.

During 1989-89 the plan and policy was reviewed and revised by a community-based affirmative action advisory committee. Each campus has an affirmative action policy and committee.

Staff Diversity Funds provided by Assembly Bill 1725 have been allocated for use by the three Colleges with some funds being allocated for District-coordinated joint campus activities.

The average daily attendance growth and Assembly Bill 1725 financed new faculty positions, and the mandate to increase the ratio of hours taught by full-time faculty to a 75-25% ratio provides opportunities to make significant staff diversity progress during the decade of the 90's. It is anticipated that new faculty hired in the District will average 20 a year during this time period.

During the year, campus affirmative action officers and personnel officers will work on methods to target publications and other sources of applicants that tend to produce protected group applicants. This group will also develop strategies for cooperative efforts among the Colleges to more effective use of advertising budgets and to participate in statewide efforts such as the California community college job fairs. The District and campuses participated in two of these job fairs during 1989-90.

The campuses have shown progress towards increasing the presence of protected groups in the professional staff. For employment for 1990-91, the following District-wide results are noted.

CERTIFICATED NEW HIRES
(Excludes Temporary)
1990-91

CATEGORY	NUMBER	PERCENT
Women	9	47.4
American Indian/AN	0	0.0
Asian/PI	2	10.6
Black	2	10.6
Hispanic	0	0.0
White	5	79.0
TOTAL	19	

KERN COMMUNITY COLLEGE DISTRICT WORK FORCE ANALYSIS, 1990-91

Following is an analysis of the sex and ethnic composition of the Kern Community College District staff as of October 1990. Kern County's population ethnically is: White–66.6%; Hispanic–24.4%; Black–5.1%; All Other (Asian, Filipino and American Indian)–3.9%.

Clearly progress needs to be made in hiring more minorities, particularly Hispanic faculty, and to provide promotional opportunities for women and minorities in the Kern Community College District.

MANAGEMENT/CONFIDENTIAL

Campus	Male	Female	Black	American Indian	White	Filipino	Hispanic	Asian
District Office (includes Trustees)	13	10	1	0	19	0	3	0
Bakersfield College	12	8	2	0	14	0	4	0
Cerro Coso College	8	5	0	0	13	0	0	0
Porterville College	6	5	0	0	10	0	1	0
TOTAL	39 58.2%	28 41.8%	3 4.5%	0	56 83.6%	0	8 11.9%	0

CERTIFICATED
(Includes child development instructors–Excludes hourly)

Campus	Male	Female	Black	American Indian	White	Filipino	Hispanic	Asian
Bakersfield College	130	110	17	1	191	0	20	7
Cerro Coso College	17	19	1	0	33	0	1	0
Porterville College	35	25	1	1	51	0	6	1
Kern Community College District	182 54.2%	154 45.8%	19 5.8%	2 .6%	275 83.3%	0	27 8.2%	8 2.1%

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CLASSIFIED
(Includes Limited Benefit)

Campus	Male	Female	Black	American Indian	White	Filipino	Hispanic	Asian
District Office	8	16	1	0	18	2	2	1
Bakersfield College *(Ethnic information not available on 23 limited benefit employees)*	84	227	19	3	192	0	73	1
Cerro Coso College *(Ethnic information not available on 8 limited benefit employees)*	14	63	3	3	53	0	7	3
Porterville College *(Ethnic information not available on 4 limited benefit employees)*	17	42	1	0	40	0	14	0
Kern Community College District *(Ethnic information not available on 35 limited benefited employees)*	123 26.1%	348 73.9%	24 5.5%	6 1.4%	303 69.5%	2 .5%	96 22.1%	5 1.2%

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KERN COMMUNITY COLLEGE DISTRICT
STAFF DEVELOPMENT PLAN
1990-91

Staff development has become more formalized on each of the campuses. The receipt of these funds, primarily from Assembly Bill 1725, has increased the number and variety of staff development activities. For 1988-89, 1989-90 and 1990-91 academic years, Assembly Bill 1725 staff development funds were allocated to the campuses on an average daily attendance (ADA) basis with some funds held by the District for general use (as determined by the Personnel Council).

Each campus with involvement of certificated, classified and administrative representatives on its staff development committee has prepared its own plan. Activities range from a formal workshop for a group of employees to the attendance of an individual at a conference or training center.

The District will continue to generate workshops at the campuses where the need arises, and will provide District-wide workshops for confidential/management employees. Employees in 1990-91 have been and will continue to be involved in Assembly Bill 1725 related matters. In 1990 District-wide workshops were held in areas of counseling, child care and basic skills. A district-wide meeting, attended by 90 faculty and administrators, with nationally known consultant John Roueche was held to share successful programs in teaching-learning and serving students.

PART VIII--FACILITIES EQUIPMENT

BAKERSFIELD COLLEGE OVERVIEW OF FACILITY AND EQUIPMENT NEEDS
1990-91

The Bakersfield College campus was constructed in 1955. Due to weathering, alkaline soil conditions, and lack of funds for periodical maintenance, the buildings have deteriorated over the years. Some buildings have settled and most plumbing underground has deteriorated. The current budget allows for less than $100,000 per year for facility maintenance. Several facilities are in need of immediate repair, including most heating and air conditioning systems which operate under extreme conditions, particularly in the summer. It is expected that deferred maintenance monies and District match will be used to replace several cooling towers during 1991.

Several facilities are in need of refurbishing and/or upgrades, including Industrial Technology, Math-Science, Business, Language Arts and the Life Science and Engineering portions of the Science and Engineering. Significant leaks have appeared in the swimming pool. Security lighting needs further improvement. Shops need to be examined in terms of OSHA requirements and safety factors. Special concerns exist with ventilation in areas where toxic materials are utilized. Examples include art labs, auto labs, printing facilities and welding facilities.

In addition to the repair problems mentioned above, there is a need to upgrade facilities. Bakersfield College has recommended the following projects as part of its Five-Year Facility Plan:

Project	Estimated Cost	Principal Plan	Working Drawings	Construction	Equipment	Occupancy
Site–Southwest	$ 5,800,000			Acquire–1992-93		
Site Improve. Southwest	5,264,511	1992-93	1992-93	1993-94		
Accessibility	2,659,572	1991-92	1991-92	1992-94		1992-94
Allied Health	2,179,297	1992-93	1992-93	1993-94	1993-94	1994
Electronics	910,359	1992-93	1992-93	1993-94	1993-94	1994
Child Care	3,423,591	1992-93	1992-93	1993-94	1993-94	1994
Southwest–Building	5,345,108	1992-93	1992-93	1993-95	1994-95	1995
New Library	16,248,892	1992-93	1992-93	1994-95	1994-95	1995
S&E Rehabilitation II	832,500	1993-94	1993-94	1994-95	1994-95	1995
Student Services	6,300,000	1994-95	1994-95	1995-96	1994-96	1996
Trade & Industries Rehab.	2,104,300	1994-95	1994-95	1995-96	1995-96	1996
M & O Building	712,500	1994-95	1994-95	1995-96	1995-96	1996

Readers are cautioned that this is merely what Bakersfield College is recommending and while indicative of need is, by no means assured. Defeat of Proposition 143 and recession will curtail the state's ability to fund capital projects, including the $51,580,530 which will be requested by Bakersfield College and included on the Kern Community College District Five-Year Construction Plan (1992-93). These projects do indicate the need to better house nursing and student services, to provide for child development. A new library building is key to better housing the library, media, and information services programs and, as a secondary effect, to having the space to properly house Student Services, Learning Center, and Business Faculty.

Three of the projects relate to plans to establish a permanent campus in the Southwest to replace the leased facilities now used. This campus is seen as operating as a center initially but growing eventually to an independent college.

Equipment is needed to support electronics, manufacturing, construction technology, business, engineering and computer training in various fields; moreover, most departments are requesting additional classroom audio visual equipment. Needed equipment in these areas exceeds $1,000,000.

CERRO COSO COMMUNITY COLLEGE
OVERVIEW OF FACILITY AND EQUIPMENT NEEDS
1990-91

With respect to future construction plans, the College has been funded for an Outdoor Physical Education facility (track and activity fields.)

Construction of both the Nursing Skills Laboratory/Classroom remodel and the Physical Education facilities (Gymnasium) is well underway, with occupancy slated for the Spring 1991 Semester.

Replacement of the HVAC units on the main building; and repair and replacement of the Emergency Protection Systems–Lighting, Fire and Security, which received funding under the State's Deferred Maintenance Program, are completed; and all necessary repairs and replacements have been made.

PPG's to be submitted for State Capital Construction funding include: Handicap Barrier Removal, Cafeteria, Fine Arts and First Floor Classroom enclosure.

The exterior of the main campus building is long past the need for resealing of the surface to prevent structural damage.

Steady increases in enrollment, the elimination of off-campus rental facilities, and new construction have dramatically increased the need for additional parking on campus. An additional 500 parking spaces are needed by 1990-91.

Equipment for several instructional programs is critically needed to upgrade the quality of instruction in the electronics and drafting areas. Equipment is also needed for maintenance and operations to meet the increasing demands of a growing College.

PORTERVILLE COLLEGE
OVERVIEW OF FACILITY AND EQUIPMENT NEEDS
1990-91

The College has received authorization to proceed with working drawings for construction of a new Academic Center. This new building will house programs in health careers and health education. business classes in all areas including computer science, foreign languages and English. Student services to include admissions and records, financial aid, extended opportunities and services (EOPS), counseling, services for the handicapped, testing and human services will be a part of the new facility. The building will also house the instructional administrative offices, business and personnel services, and the College president.

Following construction of the new center, programs and services will be moved in, thus creating secondary effects. Secondary effects will require construction of a photography laboratory/studio in the Fine Arts building, relocating of the Graphics Center to the staff lounge, drafting and computer-assisted drafting to the science-mathematics building and remodeling for a physical sciences laboratory in the science-mathematics building. A student learning center with an English as a second language laboratory will be moved into the Library Media Center.

The last of the original aging, antiquated buildings will be removed from the campus following completion of the secondary effects project..

The College has a 140-seat auditorium which was remodeled from a music classroom. In the future, the College will consider construction of a Performing Arts Center, housing a theatre, dramatic arts, video instruction, etc.

Expansion is needed to existing facilities, some of which present safety hazards, and others because of needed additional space. An extension is contemplated for the building trades laboratory to provide necessary working space, storage and program expansion. With the introduction of new technologies, the future may hold construction of a new modern high-tech, vocational education center to augment existing facilities and programs.

Plans are in progress to develop an interim wellness center to support the fitness program. The wellness center will provide the education components for total wellness. Plans are being formulated to enlarge the current fitness center and to establish a comprehensive wellness center for permanent status. A project planning guide will be developed for submission for state funding in 1993-94.

Existing facilities are being refurbished under financing by the District. Projects completed include resurfacing of all parking lots and surface roads, replacement of eight tennis courts, installation of a new 400-meter track and reroofing of the gymnasium with the addition of coolers. Fundraising by the Foundation allowed the College to install a new lighting system in the stadium. Renovation of the swimming pool complex, unusable at the present time, is planned to begin in the Spring, 1991 and to be completed in Spring of 1992. Special projects being planned from various funding sources include a concessions building in the stadium, and storage areas in the stadium. A vehicle storage building for Maintenance and Operations was completed in December, 1990.

Limited equipment funds are available in the general College budget, therefore, the only source of instructional equipment funding has been State funds, which are limited for small colleges because of apportionment restrictions tied to average daily attendance (ADA). Funding for equipment meets only twenty-five percent of the expressed needs of staff each year, and no funding is available for support services.

In the 1990-91 budget year, instructional funds were used to upgrade the computer laboratory, the fitness center, music, library/media services and several other specialized needs in various programs. The areas in critical need for upgrading of equipment include all of the technical-vocational programs, business programs, Fitness Center (physical education), science-mathematics, and the media services to faculty, i.e., television, video, graphics. The lack of funds to meet equipment needs also limits the institution in the development of new programs especially in areas requiring expensive equipment, i.e., computer-assisted drafting, electronics, television, agriculture. Perhaps with the impending implementation of program-based funding, small colleges may be able to keep pace with the ever-changing equipment needs of this technological age.

KERN COMMUNITY COLLEGE DISTRICT
PRIORITY LIST OF CAPITAL OUTLAY PROJECTS
1989-90 THROUGH 1994-95

Priority Number	Project	ASF	Project Cost	Income Source	Fall Term of Occupancy	1989-90	1990-91	1991-92	1992-93	1993-94
	Bakersfield College									
11	Handicapped Accessibility	- 0 -	$ 1,172,600	CCCA	1992			$1,172,600 (WCE)		
13	Health Careers Facility	- 0 -	—	CCCA	1993			61,100 (W)	$1,298,700 (CE)	
14	Electronics Remodel, Southwest Center Secondary Effects	- 0 -	323,100	CCCA	1993				323,100 (WCE)	
15	Library*	- 0 -	10,216,200	CCCA	1995				473,500 (W)	$8,996,000 (C)
16	Student Services Remodel, Library Effects	- 0 -	—	CCCA	—					
17	Child Care Center	6,000	2,100,000	CCCA	1993				2,100,000 (WCE)	
22	Trade and Industry Remodel	—	—	—	—					
26	Maintenance and Operations Warehouse	4,200	750,000	CCCA	1994				37,500 (W)	712,500 (CE) (WCE)
27	Science and Engineering Remodel, Phase II	- 0 -	—	CCCA	1994					

* Funding for equipment 1994-95--$746,700

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KCCD Priority List of Capital Outlay Projects
1989-90 through 1994-95
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Priority Number	Project	ASF	Project Cost	Income Source	Fall Term of Occupancy	1989-90	1990-91	1991-92	1992-93	1993-94
	Cerro Coso College									
1	Classroom Wing	6,174	$1,750,000	CCCA	1990	$1,750,000 (WCE)				
2	Child Care Center	4,030	1,385,000	CCCA	1990	1,385,000 (WCE)				
3	Physical Education Facility	22,950	5,286,000	CCCA	1991	5,286,000 (WCE)				
4	Nursing Skills Lab	1,197	258,000	CCCA	1990	258,000 (WCE)				
6	Outdoor Physical Education Facility	- 0 -	4,007,200	CCCA	1991	218,000 (W)	$3,789,200 (CE)			
12	Handicap Barrier Removal	—	—	—	—					
20	Cafeteria*	12,870	2,483,900	CCCA	1994					$124,200 (W)
21	Parking Lot Pavement and Lights	- 0 -	346,700	Local	1992			$346,700 (WC)		
23	Classroom Addition, Phase II	6,640	1,250,000	CCCA	1993				$1,250,000 (WCE)	
24	Fine Arts Facility	23,426	8,502,600	CCCA	1994			654,100 (W)	7,309,700 (C)	538,800 (E)

* Funding for construction and equipment, 1994-95--$2,359,700

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KCCD Priority List of Capital Outlay Projects
1989-90 through 1994-95
Page two

Priority Number	Project	ASF	Project Cost	Income Source	Fall Term of Occupancy	1989-90	1990-91	1991-92	1992-93	1993-94
	District Office									
18	Site Acquisition	- 0 -	$ 155,000	Local	1992			$ 155,000 (A)		
19	Construction	5,399	1,267,800	Local	1993				$1,267,800 (WCE)	
	Porterville College									
5	Academic Building	25,000	5,004,900	CCCA	1991	$4,653,000 (WC)	$351,900 (E)			
7	Secondary Effects, Academic Building	- 0 -	400,000	CCCA	1993			400,000 (WCE)		
25	Vocational Education Facility	- 0 -	2,500,000	CCCA	1994				125,000 (W)	$2,375,000 (CE)
	Southwest Center									
8	Site Acquisition	- 0 -	3,405,000	CCCA	1992			5,600,000 (A)		
9	Site Development	- 0 -	1,605,000	CCCA	1993			1,605,000 (A)		
10	Initial Construction	- 0 -	10,418,200	CCCA	1993			520,900 (W)	9,897,300 (CE)	

DEFINITIONS

ASF--Assigned Square Footage
CCCA--California College Construction Act

A--Acquisition (site)
C--Construction
E--Equipment
W--Working Drawings

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HISTORY AND PROJECTION OF FALL ENROLLMENT AND ANNUAL AVERAGE WSCH FOR THE KERN COMMUNITY COLLEGE DISTRICT 1978 THROUGH 1998

Year of Fall Term	DAY			EVENING CREDIT			NON-CREDIT			TOTAL		
	Enrollment	WSCH	WSCH/ Enrollment	Enrollment	WSCH	WSCH/ Enrollment	Enrollment	WSCH	WSCH/ Enrollment	TOTAL Enrollment	WSCH	WSCH/ Enrollment
Actual												
1978	8,002	104,481	13.1	8,924	57,744	6.5	1,477	9,086	6.2	18,403	171,311	9.3
1979	8,188	103,633	12.7	9,919	61,264	6.2	1,654	10,611	6.4	19,761	175,508	8.9
1980	8,243	105,630	12.8	10,354	59,280	5.7	2,243	16,057	7.2	20,840	180,967	8.7
1981	8,202	102,710	12.5	9,257	61,571	6.7	790	10,716	13.6	18,249	174,997	9.6
1982	9,139	106,339	11.6	7,740	53,725	6.9	1,595	8,821	5.5	18,474	168,885	9.1
1983	9,163	99,033	10.8	6,921	44,182	6.4	1,502	2,377	1.6	17,586	145,592	8.3
1984	8,207	95,162	11.6	6,934	47,581	6.9	1,354	3,379	2.5	16,495	146,122	8.9
1985	8,326	94,743	11.4	7,008	45,775	6.5	1,603	3,841	2.4	16,937	144,359	8.5
1986	9,850	98,340	10.0	6,680	49,387	7.4	424	3,636	8.6	16,954	151,363	8.9
1987	9,817	99,246	10.1	6,842	51,477	7.5	342	3,516	10.3	17,001	154,239	9.1
1988	10,420	105,877	10.2	6,924	53,574	7.7	644	3,518	5.5	17,988	162,969	9.1

History and Projection of Fall Enrollment and
Annual Average WSCH 1978 through 1998
Page two

Year of Fall Term	DAY			EVENING CREDIT			NON-CREDIT			TOTAL		
	Enrollment	WSCH	WSCH/ Enrollment	Enrollment	WSCH	WSCH/ Enrollment	Enrollment	WSCH	WSCH/ Enrollment	Enrollment	WSCH	WSCH/ Enrollment
Projected												
1989*	11,825	114,700	9.7	7,509	57,800	7.7	773	4,500	5.8	20,107	177,000	8.8
1990	12,530	121,500	9.7	7,870	60,600	7.7	790	4,600	5.8	21,190	186,700	8.8
1991	12,770	123,900	9.7	8,030	61,800	7.7	810	4,700	5.8	21,610	190,400	8.8
1992	12,930	125,400	9.7	8,170	62,900	7.7	840	4,900	5.8	21,940	193,200	8.8
1993	13,240	128,400	9.7	8,330	64,100	7.7	860	5,000	5.8	22,430	197,500	8.8
1994	13,500	131,000	9.7	8,480	65,300	7.7	880	5,100	5.8	22,860	201,400	8.8
1995	13,690	132,800	9.7	8,640	66,500	7.7	910	5,300	5.8	23,240	204,600	8.8
1996	13,950	135,300	9.7	8,800	67,800	7.7	930	5,400	5.8	23,680	208,500	8.8
1997	14,290	138,600	9.7	8,990	69,200	7.7	950	5,500	5.8	24,230	213,300	8.8
1998	14,820	143,800	9.7	9,200	70,800	7.7	980	5,700	5.8	25,000	220,300	8.8

* Enrollment figures are from the Fall 1989 CCAF 130 Report.

*(Source: 1989 Ten-Year Community College Capital Outlay Projection, Demographic Research Unit
Department of Finance, State of California, Revised January 4, 1990)*

KERN COMMUNITY COLLEGE DISTRICT
ENERGY PLAN
1990-91

BAKERSFIELD COLLEGE

In 1978, Bakersfield College began an energy conservation program by hiring Lafayette Engineers to conduct an energy audit of the campus utilities. A task force was formed to implement conservation measures. To date, the low-cost and no-cost items with a one-year payback have been implemented resulting in considerable energy savings and monetary cost avoidance.

During 1982, Bakersfield College accomplished three of the major changes recommended in the audit. These were the conversion of all parking lot lighting to high-pressure sodium fixtures; conversion of the Gymnasium lighting from incandescent to metal halide fixtures; and the installation and programming of an energy management computer.

During 1983, walk lights, parking lot lights and outside building lights were removed from the time clocks and connected to the energy management computer. The lighting circuits were split to minimize the amount of light that was needed to be utilized to specific functions. All of the heating and air conditioning air handlers are controlled by the energy management computer. They are routinely cycled to have a daily reduction of energy consumption.

Some major equipment is scheduled not to operate during on-peak power cost, thus reducing the run time during the high energy cost. An example is running the main air conditioning plant for a pre-cool cycle when the electrical rate is on the off-peak power time (lowest rate costs.)

Bakersfield College is continuing the energy management operation and is continually increasing the items to be controlled by the energy management computer which will result in more energy savings. In the year 1983, through energy conservation efforts, the utility costs were nine percent less than 1982.

Future plans are to continue the replacement of existing exterior lighting with high pressure sodium fixtures to reduce electrical consumption and to increase lighting levels. Additional plans are to continue with the installation of computer controls on heating and air conditioning units on the main campus and at the Weill Institute. Staff at Bakersfield College also plan to continue the refinement of present operating procedures for further energy conservation.

CERRO COSO COMMUNITY COLLEGE

As has been done in previous years' the College is constantly looking for ways in which to conserve energy. To this end staff are currently working on the the following conservation programs.

(1) Nine (9) new air conditioning units have been installed on the Main Campus Building that use natural gas rather than electricity. This lowers the electrical bill while utilizing natural resources offered at lower rates.

(2) The College is also continuing to change outside lighting fixtures from mercury vapor lighting and replacing them with high pressure sodium lighting. This reduces electrical consumption while increasing lighting levels.

(3) An on-going agreement with Southern California Edison has been very effective in reducing billing rates. The agreement states that when SCE is at brown-out stages, Cerro Coso College will shut off various electrical using sources, such as air conditioning units, non-essential lighting, etc. By doing so, prices are cut across the board and everyone reaps the benefits.

(4) The Cerro Coso campus continues to be the leader and sets the standards in Xeroscape Technology in this valley. The College campus is currently being used as a model in the use of drought tolerant plants.

Presently, landscaping that is completed at the College uses mature drought tolerant plants. These plants are used throughout the whole College campus landscaping theme.

Along with using drought tolerant plants, extensive drip irrigation systems have been installed; this is in keeping with an ever-increasing awareness of conserving water resources.

Staff will continue to look for on-going methods in which to save energy thus reducing operating costs, as well as, participating in the plan of conserving resources.

PORTERVILLE COLLEGE

Porterville College has conducted an energy audit and has made significant advancements in energy savings. The current energy plan includes replacing the lighting system for night use from incandescent lights to the energy-saving lights including new ballasts. A total changeover is cost prohibitive, therefore, this is an on-going program with replacements made on an as needed basis. Stadium lighting has been changed and a complete new low-energy metal-halide lighting system installed. The old lights at the practice field have been removed. The tennis courts lighting system was completely changed during the project to construct new courts.

The Porterville College swimming complex is completely closed. The College has pursued the possibility of installing a new heating system; however, initial funding has curtailed this project at the present time. The heating and operation of the swimming complex must be resolved as soon as possible.

With the construction of a new building for the business, health careers and student services buildings, individual heating, ventilation and air condition units will be installed and the existing buildings demolished, thus giving the College substantial energy cost savings.

KERN COMMUNITY COLLEGE DISTRICT
DEFERRED MAINTENANCE PROJECTS
1990-91

	State Funds	Local Funds	Total
Bakersfield College:			
Replace Emergency Generator, Gym	$ 10,000	$ 10,000	$ 20,000
Replace One (1) Main Plant Cooling Tower	36,000	36,000	72,000
Replace Learning Center Cooling Tower	20,000	20,000	40,000
Replace Language Arts Cooling Tower	21,125	22,875	44,000
Replace One (1) Dorm Cooling Tower	- 0 -	44,000	44,000
Total Bakersfield College	87,125	132,875	220,000
Cerro Coso College:			
Painting	- 0 -	20,000	20,000
Porterville College:			
Repair Swimming Pool	97,125	97,125	194,250
TOTAL PROJECTS	**$184,250**	**$250,000**	**$434,250**

NOTE: Bakersfield College Bookstore cooling tower replacement will be funded by ASB ($30,311).

BAKERSFIELD COLLEGE
LIST OF CRITICAL NEEDS BY CATEGORY
1990-91 THROUGH 1995-96

ROOF REPAIR OR REPLACEMENT

Fiscal Year of Funding	Type/Use of Building	Age of Building	Age of Roof	Square Feet of Roof	(ENR 4828) Estimated Repair/ Replacement Cost	State or Local Funds
1990-91	Campus Center	34	15	37,000	$ 92,500	State
	Science and Engineering (West)	34	15	22,500	57,000	State
	FACE (West)	34	15	22,500	27,400	State
					$176,900	
1992-93	Allied Health	32	32	9,000	27,818	State
	SAM Building	34	15	19,000	47,500	State
					$ 75,318	
1993-94	Field House	16	16	6,000	15,000	State
	Science and Engineering (East)	34	15	24,700	61,750	State
					$ 76,750	
1994-95	Gymnasium	34	16	69,800	175,000	State
1995-96	Library Annex	20	20	9,400	25,500	State
	Trades and Industries Building	34	15	32,000	80,000	State
					$105,500	

MECHANICAL EQUIPMENT REPAIR OR REPLACEMENT

Fiscal Year of Funding	Type/Use	Age	Type Facility Served	(ENR 4828) Estimated Repair/Replacement Cost	State or Local Funds
1990-91	HVAC Replacement Gymnasium	34	Gymnasium	$ 21,300	State
	HVAC Piping System Replacement	34	Main Campus HVAC	406,000	State
	HVAC Replacement Public Service Center	34	Public Service Center	71,320	State
	HVAC System Cleaning	34	Main Campus	233,260	State
1991-92	Replacement Water Circulation Pumps	34	Main Campus HVAC	36,245	State
	Boiler Heating System/Replacement	34	Main Campus HVAC	145,455	State
1992-93	Retrofit Control System	34	Main Campus HVAC	280,135	State
1993-94	Replace Heating Units/Library Annex	23	Main Campus HVAC	161,660	State
1994-95	Replace Heating & A/C Units in Fine Arts Bldg.	21	Fine Arts Building	107,775	State
	Replace Cooling Tower	22	Language Arts Bldg.	80,000	State
	Replace Cooling Tower	34	Main Campus A/C	150,000	State
	Replace A/C Unit	34	Men/Women's Dorm	190,000	State

OTHER CRITICAL NEEDS

Fiscal Year of Funding	Type and Description of Need	(ENR 4828) Estimtated Cost	State or Local Funds
1990-91	Repair Swimming Pool	$368,785	State
	Trades and Industries Floor Repair	112,311	State
	Elevator Replacement–Library	87,275	State
	Emergency Generator, Replacement–Gymnasium	39,050	State
1991-92	Replacement/Lawn Sprinkler System (Campus)	249,120	State
1992-93	Parking Lot and Driveway Repair	372,435	Local
1993-94	Stadium Repairs	282,180	State
1994-95	Repair Parking Lots–Replace Blacktop	311,400	State

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EXTERIOR REFINISHING AND REPAIR

Fiscal Year of Funding	Type and Size of Facility	Year Since Prior Refinishing	(ENR 4650) Estimated Cost Refinishing/Repair	State or Local Funds
1990-91	Art (5,000 Sq. Ft.)	10	$ 4,150	Local
	Conference Center (2,028 Sq. Ft.)	22	1,500	Local
	Language Arts (43,200 Sq. Ft.)	22	17,200	Local
	Outdoor Theatre	9	7,500	Local
	Speech, Art, Music (SAM) (30,292 Sq. Ft.)	12	11,750	Local
1991-92	Auto Technology (20,000 Sq. Ft.)	11	13,300	Local
	Dorms (24,944 Sq. Ft.)	12	13,800	Local
	Trades and Industries (28,500 Sq. Ft.)	13	19,100	Local
	Delano Center (8,000 Sq. Ft.)	14	7,600	Local
1992-93	Administration (16,368 Sq. Ft.)	11	8,850	Local
	Business (17,029 Sq. Ft.)	11	8,850	Local
	Cooling Tower	11	2,200	Local
	Humanities (31,450 Sq. Ft.)	11	27,100	Local
	Maintenance (1,845 Sq. Ft.)	11	2,200	Local
1993-94	Home Economics (19,946 Sq. Ft.)	11	22,650	Local
	Science and Engineering (45,035 Sq. Ft.)	12	16,700	Local
1994-95	Library (63,130 Sq. Ft.)	9	24,300	Local
	Math and Science (35,956 Sq. Ft.)	8	18,600	Local

CERRO COSO COMMUNITY COLLEGE
LIST OF CRITICAL NEEDS BY CATEGORY
1990-91 THROUGH 1995-96

OTHER CRITICAL NEEDS

Fiscal Year of Funding	Type and Description of Need	(ENR 4828) Estimtated Cost	State or Local Funds
1990-91	Repair Sub-Floor, Main Building	$271,770	State
1991-92	Ceiling Tiles and T-Bar, Main Building	76,911	State
1992-93	Blackboards, Main Building	37,556	State
	Outdoor Concrete, Campus	227,420	State
1994-95	Carpet, Main Building	227,824	State
	Repaint Safety Lines, Campus	60,866	State

CC List of Critical Needs by Category, 1990-91 through 1995-96
Page two

ROOF REPAIR OR REPLACEMENT

Fiscal Year of Funding	Type/Use of Building	Age of Building	Age of Roof	Square Feet of Roof	(ENR 4828) Estimated Repair/ Replacement Cost	State or Local Funds
1993-94	Laboratories	11	11	17,087	$69,619	State
	Maintenance	9	9	4,500		

EXTERIOR REFINISHING AND REPAIR

Fiscal Year of Funding	Type and Size of Facility	Year Since Prior Refinishing	(ENR 4650) Estimated Cost Refinishing/Repair	State or Local Funds
1990-91	Classroom (71,697 Sq. Ft.)	17	$ 97,515	State
	Classroom (71,687 Sq. Ft.)	17	158,009	State
1993-94	Laboratories (27,214 Sq. Ft.)	10	42,926	State
1994-95	Laboratories (27,214 Sq. Ft.)	11	76,786	State

UTILITY REPAIR OR REPLACEMENT

Fiscal Year of Funding	Type of Utility	Age of Utility	Type Facility Served	(ENR 4828) Estimated Repair/Replacement Cost	State or Local Funds
1990-91	Waste/Sewer	17	Classroom/Administrative Library, Offices	$123,014	State

MECHANICAL EQUIPMENT REPAIR OR REPLACEMENT

Fiscal Year of Funding	Type/Use	Age	Type Facility Served	(ENR 4828) Estimated Repair/Replacement Cost	State or Local Funds
1990-91	Door Hardware	17	Classroom	$201,403	State
1991-92	Boiler/Plumbing	18	Classroom	57,286	State
	Kitchen Exhaust	18	Classroom	134,515	State
	Lighting	18	Campus	102,761	State
	Sprinkler System	18	Campus	257,657	State
1992-93	PA System	19	Classroom	199,217	State
	HVAC Controls	19	Classroom	135,131	State
1993-94	Elevator	20	Classroom	16,126	State
	OCC Labs HVAC	10	Laboratories	57,914	State

PORTERVILLE COLLEGE
LIST OF CRITICAL NEEDS BY CATEGORY
1990-91 THROUGH 1995-96

ROOF REPAIR OR REPLACEMENT

Fiscal Year of Funding	Type/Use of Building	Age of Building	Age of Roof	Square Feet of Roof	(ENR 4828) Estimated Repair/ Replacement Cost	State or Local Funds
1990-91	LMC	10	10	28,912	$36,140	State
	Student Union	26	13	14,744	15,500	State
	Classroom/Lab, Trades and Industries Metal Flashings	26	26	6,660	11,500	State
	PT Classroom Lab	21	21	9,125	13,800	State
1991-92	Science/Math Building Classroom	21	11	18,900	16,500	State
1992-93	Stadium Press Box, Roof and Safety Rails	20	20	400	3,000	District
1994-95	Fine Arts	23	12	8,280	12,500	State
1995-96	CA Building	23	10	12,474	15,500	State

EXTERIOR REFINISHING AND REPAIR

Fiscal Year of Funding	Type and Size of Facility	Year Since Prior Refinishing	(ENR 4828) Estimated Cost Refinishing/Repair	State or Local Funds
1990-91	Science/Math, Exterior Painting (23,004 Sq. Ft.)	14	$18,915	State
	Stadium Restrooms Siding Replacement	19	9,400	District
1991-92	Stadium Grandstand, Sand Blast/Paint	15	53,800	State
1992-93	Student Union, Exterior Painting (18,000 Sq. Ft.)	13	10,756	State
1993-94	Communications Arts (16,900 Sq. Ft.)	12	9,011	District
1994-95	Library Media Center, Exterior Painting (24,000 Sq. Ft.)	13	5,300	State
1995-96	Fine Arts Building	10	9,400	District

UTILITY REPAIR OR REPLACEMENT

Fiscal Year of Funding	Type of Utility	Age of Utility	Type Facility Served	(ENR 4826) Estimated Repair/Replacement Cost	State or Local Funds
1990-91	Student Parking, Security Safety Lights	25	Campus	$46,000	State
1991-92	West Half Stadium Parking, Security Safety Lights		Campus	47,500	State
1992-93	Campus Walkways, Security Safety Lights	24	Campus	65,000	State
1993-94	East Half Stadium Parking, Security Safety Lights		Campus	47,500	State
1994-95	Baseball Field Lights		Campus	96,000	State

MECHANICAL EQUIPMENT REPAIR OR REPLACEMENT

Fiscal Year of Funding	Type/Use	Age	Type Facility Served	(ENR 4828) Estimated Repair/Replacement	State or Local Funds
1990-91	Pool Restoration	14	Campus	$449,900	State
	Fine Arts HVAC	29	Campus	163,175	State
	Communication Arts HVAC	21	Campus	194,462	State
	Science/Math Building Boiler, Gym Boiler	21	Campus	52,053	State
1991-92	Gym Office HVAC, Trades and Industry Building, Coolers	24	Campus	24,370	State
1992-93	Cafeteria–Relocate Mechnical Room from Basement–Floods Periodically	27	Campus	250,000	State
1993-94	Gym II, Fitness Center HVAC	17	Campus	45,000	State
1994-95	Science/Math Building HVAC	21	Campus	129,000	State
1995-96	Child Care HVAC	12	Campus	16,000	State

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OTHER CRITICAL NEEDS

Fiscal Year of Funding	Type and Description of Need	(ENR 4828) Estimated Cost	State or Local Funds
1990-91	Gym Floor Fitness Center	$ 69,992	State
	Stadium Sound System	40,000	State
	Electric Doors Handicap Access , Six Doors	51,324	State
1991-92	Library Media Center Replacement Floor Covering, Nine Years Old	18,000	State
	Stadium Parking Lot Paving (60' x 800')	33,000	State
	Rekey Total Campus	18,500	State
1992-93	Walkways--Bike Path, Access Road	49,000	State
1993-94	Removal, Disposal and Classification of Hazardous Materials	100,000	State
1994-95	Automatic Sprinkler System, One-Half Campus	236,612	State
1995-96	Automatic Sprinkler System, One-Half Campus	236,612	State

KERN COMMUNITY COLLEGE DISTRICT
VEHICLE REPLACEMENT SCHEDULE
BY LOCATION
1991-92 THROUGH 1995-96

BAKERSFIELD COLLEGE

VEHICLE	1991-92	1992-93	1993-94	1994-95	1995-96
1045–1967 Ford Bus	$	$	$	$	$
1046–1976 Crown Bus					
1074–1976 GMC Bus					
1076–1985 Ford Bus	45,000				
1106–1977 Dodge Maxi		14,000			
1107–1974 Chevy Pickup 1/2-ton	14,800				
1109–1981 Chevy Pickup			16,200		
1119–1989 Dodge Van					17,000
1133–1985 Toyota Pickup	14,000				
1137–1980 Chevy 1-ton Dump		26,000			
1138–1967 Ford 1 1/2-ton Dump	32,000				
1141–1978 Ford Pickup			16,200		
1158–1975 Datsun Pickup		14,500			
1159–1968 International Scout			15,600		
1186–1979 Ford Pickup			16,500		
1188–1988 Chevy Pickup					17,000
1192–1985 Toyota Pickup				16,600	
1202–1988 Mercury Four-door			21,000		
1206–1978 Dodge Maxi		15,000			
1215–1989 Dodge Maxi				22,000	

KCCD Vehicle Replacement Schedule by Location
1991-92 through 1995-96
Page two

BAKERSFIELD COLLEGE

VEHICLE	1991-92	1992-93	1993-94	1994-95	1995-96
1216–1988 Ford Maxi	$	$ 22,500	$	$	$
1219–1979 Ford Maxi			17,000		
1234–1989 Ford Maxi					23,000
1253–1985 Ford Maxi					21,000
1265–1982 Chevy Station Wagon	17,000				
1273–1978 Ford Four-door	18,000				
1274–1980 Chevy Four-door	18,000				
1275–1989 Ford Van				23,500	
1280–1978 Ford Pickup					
1285–1985 Chevy Four-door			19,000		
1300–1981 Dodge Two-door					
1301–1986 Dodge Four-door				16,800	
1306–1986 Ford Van		21,000			
1307–1984 Ford Two-door		16,000			
1308–1984 Ford Four-door		16,000			
1309–1985 Dodge Four-Door			16,500		
TOTAL	**$ 158,800**	**$ 135,000**	**$ 138,000**	**$ 78,900**	**$ 78,000**

CERRO COSO COLLEGE

VEHICLE	1991-92	1992-93	1993-94	1994-95	1995-96
1139–1960 Ford 3-ton	$	$	$	$	$
1149–1962 Chevy 4-CUYD Dump					
1150–1965 Dodge Van Ambulance					
1187–1973 Chevy 1/2-ton Pickup					
1302–1974 Plymouth Two-door					
1191–1982 GMC 3/4-ton Pickup					
1222–1982 Chevy Four-door					
1248–1985 Chevy Four-door					
1303–1985 Ford Maxi Van					
1271–1986 Chevy Station Wagon					
1304–1986 Chevy 1/2-ton Pickup					
1204–1988 Chevy Four-door					
1239–1988 Ford Maxi Van					
1218–1989 Dodge Maxi Van					
1238–1989 Chevy Four-door					
1117–1980 Ford Pickup					

KCCD Vehicle Replacement Schedule by Location
1991-92 through 1995-96
Page four

PORTERVILLE COLLEGE

VEHICLE	1991-92	1992-93	1993-94	1994-95	1995-96
1068–1966 GMC Bus	$	$	$	$ 42,000	$
1118–1979 Dodge 1-Ton Truck			30,000		
1178–1987 Dodge Pickup				14,000	
1179–1980 Dodge Pickup	12,000				
1201–1980 Dodge Maxi Van					
1203–1989 Chevy Four-door					
1207–1989 Dodge Maxi Van					
1247–1986 Ford Station Wagon		14,000			
1266–1984 Dodge Van		20,000			
1267–Ford Astro Van					
1287–1982 Dodge Maxi Van	20,000				
1295–1986 Chevy Four-door		14,000			
1297–1986 Ford Maxi Van			21,000		
1075–1988 Ford Mini Bus					
1077–1988 Ford Mini Bus					
1078–1988 Ford Mini Bus					30,000
1306–1986 Toyota Sweeper					
TOTAL	$ 32,000	$ 48,000	$ 51,000	$ 56,000	$ 30,000

BAKERSFIELD COLLEGE
LIBRARY SERVICES PLAN
1990-91

Despite losing one member, the Library staff is looking forward to a productive and service oriented year. While the Library is even more understaffed and the budget has not been increased, there is confidence that patrons will not be disappointed. Library staff take pride in providing the best service possible within budgetary constraint.

Personnel

Professional staffing is an acute problem--the most important problem facing our institution. The Library staff consists of two full-time and two part-time librarians. The Library no longer has the ability to provide reference service at all times it is open. Last year the Library was able to offer reference service for one semester when the College staffed an additional full-time librarian, one full-time exchange librarian, and two other part-time librarians, but these positions no longer exist. Now the Library provides reference service at peak times every morning and evening. At other times one of the librarians will be on call. Hiring one more full-time reference librarian should be the first priority.

The classified staff has been increased including a new Library Technician position. With this increase the Library can provide first rate public and technical services. The College is proud of this fine group who work in the Library and feel they merit most of the recognition. However, the Library still needs to fill a vacancy for one more part-time Department Assistant; hopefully this position will be filled this year.

Last year statistics were submitted to show how Bakersfield College staff compares with the standards established by the American Library Association. The Library has fallen even further behind this year. However, the Library staff will not allow these problems to interfere with efforts to satisfy every patron's research, recreation, or information needs.

Collection

With the single exception of a one-time only purchase of an extremely large number of Young Adult and Juvenile books, which may possibly be of some use to students with precollegiate reading skills, almost all nonreference books were selected by the faculty last year. This year the Library intends that faculty input not only remains high, but grows. The Library has been fortunate to have had a concerned and effective Library Advisory Committee which functions on behalf of the faculty, and the Library Liaison Committee has been outstanding. These Committees have really helped the Library provide the material which will be most useful to students. Both of these committees are committed and dedicated, and the Library looks forward to another year in which it can assist these Committees help students. The Library Liaisons have done a fine job of book selection--both from the reviews that were sent to them and on their own-- and many have assisted in the thankless task of weeding. Without the dedication and effort of dozens of faculty members the Library would be unable to achieve the level of service it has.

The Library is looking forward to even more interaction with faculty as it increases the number of orientations done for classes, provides orientation for new faculty, expends the English 34 classes held in the library, and becomes partners in the Cooperative Work Experience seminars which start this year.

Physical Plant

A new library may be a reality in a few years, and the library staff, along with members of the Planning Committee, will be working on preliminary plans which are due in February 1991.

However, the Library still must do as much as possible with the present facility. The reconfigurations which have taken place in the last couple of years will not require amendment: some aspects are very good and the ones that are not would take too much sorely needed time and effort to change. But the Library must address what problems remain. The Library has been fortunate in the last year to get new wiring and interior painting, which was long overdue, and which helps to make the Library a better place to study and browse. The Library staff are grateful to the people in Maintenance and Operations for their help and effort. This year starts with enough energy outlets to keep the ever-increasing media, terminals, microform readers and copiers available to students. This is a good beginning.

There are, however, a few areas where some new equipment would be useful. As the campus becomes more fully integrated into a computer network, the Library staff will be working toward getting a terminal into the Library and making profs information retrieval available for staff.

As a result of the "weeding" of periodicals, which was perhaps too enthusiastically carried out when the full staff were not present, there is a great need for reader/printers to make the substituted microform version of these works available to students. At present there is only one reader/printer for microfiche and one for microfilm (but it can be converted).

The Library now has areas which accommodate wheelchair bound students. It is hoped to make the Library more accessible to handicapped students this year.

Recommendations

The Library is fortunate to have had support from the President and the entire administration. And, as a result, the following concerns that are most pressing can be addressed frankly:

- While the enrollment of Bakersfield College increases, surpassing the CAP, there has been an actual decrease in the book and periodical budget; therefore it is felt there should be some, however small, allocation for books which comes directly from the Bakersfield College budget and that the Library should not be left dependent on the District's exchequer. The Library needs evidence of a real commitment on the part of the Bakersfield College administration. If there is real support for the goals and traditions of the Library, there should be some material support as well.

- The professional staffing problems, the inability to provide really adequate reference service at all times the Library is open, is another genuine concern. The Library feels that it is extremely important to hire another full-time professional, one that can handle reference work and can be of assistance in helping plan for the new library building, one with expertise in new technical areas and innovative electronics would be ideal. This should have priority over hiring a full-time administrator--experience has shown that there can be a steady erosion of commitment to the Library because of other responsibilities.

- A computer link with the rest of the campus is also needed.

- It would be worthwhile to create a Friends of the Library group. Such a group may be able to aid in funding, but its most urgent need is to provide access to our collection to the community and students from California State University Bakersfield.

CERRO COSO COLLEGE
LIBRARY SERVICES PLAN
1990-91

DESCRIPTION OF LIBRARY FACILITIES

The Library and the Instructional Media Center (IMC) are located on the third floor in the northwest corner of the main College classroom and administration building. Student use areas include a typing room, two study rooms, a microfiche room, a magazine browsing-reading room, study carrels with tape cassette players and a videotape viewing area.

DESCRIPTION OF LIBRARY SERVICES

Library

- Open sixty-one hours per week, Monday through Friday
- Staffed by one certificated librarian, one library technician, and three part-time library assistants
- Reference and circulating book collection of 22,000 volumes and periodical collection of 150 titles in softcover, microfiche and hard bound volumes
- Central card catalog with all holdings catalogued using the Library of Congress classification system
- CD Rom search assistance for all patrons using the CD Rom databases InfoTrac II, ERIC, and CINAHL
- Assistance to students in copying audio tapes, using the photocopier and microfiche reader/printers
- Library orientation tours for classes upon request
- Interlibrary loan for books and periodical articles unavailable in local area
- Reserve book area for limited checkout
- Scheduling of Library Study rooms for tutoring, meetings, interviews and other student usage

Description of Library Services (continued)

Instructional Media Center

- Staffed by one .87 FTE Audio-visual technician
- Film rental for Main campus and three outreach campus areas
- Audio cassette duplication
- Equipment repair-- scheduling repair if sent off campus
- Scheduling software and hardware usage for instructors at Main campus and outreaches
- Transfer of videotapes from 3/4" to 1/2" format

PROJECTED NEEDS

There is a need for the print and nonprint collections to be updated and increased in number. According to Standards for Two-Year College Learning Resource Programs, the Library should have a book collection of 40,000 volumes and a periodical collection of 300 titles--both twice the present size. Although nonprint holdings are adequate in number, many items need updating.

There is a need to provide more direct services to students and faculty through increased staff. To be able to provide later evening and/or any weekend hours of service, the Library will require additional staff, particularly an additional certificated librarian and part-time library assistants. There is a pronounced need to hire an additional librarian who has computer and library database knowledge.

There is a need to computerize the library functions with a computerized circulation system, online bibliographic sources, and electronic mail to speed the interlibrary loan functions. An online public access catalog to replace the card catalog would closely follow the installation of a computerized circulation system.

SUMMARY OF ANTICIPATED COSTS

Need	Anticipated Costs
(1) Additional Staff	
● Librarian	$ 28,000
● Part-time library assistants	10,000
(2) Increase print and non-print collection ($40 average per book or video times 3,000 items)	120,000
(3) Automated circulation system (equipment and software)	10,000
(4) Online databases, electronic mail	4,000
	$ 172,000

PORTERVILLE COLLEGE
LIBRARY SERVICES PLAN
1990-91

DESCRIPTION OF LIBRARY FACILITIES:

With a 22% increase in circulation during the past school year, heavy use continues to characterize the 20,000 square-foot Library Media Center (LMC). The high tech Center (LMC) has Tulare County's first on-line card catalog, an update proving as popular with students as the earlier conversion from manual magazine index searching to a CD ROM system. When one enters the LMC, the first impression received is of a technologically up-to-date and active center particularly since the three CD ROM equipped computers, the on-line catalog, photocopy and microfiche machines, and the VCR players are clustered near the entrance. At the north end of the LMC, the busy Learning Center program occupies the tutorial area and small computer room as well as classroom 20. LMC student use areas include four study rooms, a typing room and a small classroom, 19, frequently used for LMC instruction. On the west side, there is a recording room, a large classroom meant to be a studio and a workroom/storage area which houses the satellite dish controls, photo copystand, and other AV production equipment.

DESCRIPTION OF LIBRARY SERVICES

One certificated professional and four classified support staff keep the facility open sixty-three hours a week and offer the following services:

LIBRARY

- *On-line card catalog instruction* (at all times for those searching the LMC database by title, author, subject, ISBN/LCCN, call number, series or keyword)
- *CD-ROM search assistance* (continuous support for students searching Newsbank, InfoTrac and Stat Fact databases)
- *Circulation of diskettes* (service for all Learning Center students working on microcomputer tutorial programs)
- *Equipment use assistance* (aid all patrons in use of computers, microfiche , VCR, and photocopying equipment)
- *Bibliographic instruction* (for all Education 1 and 76 classes; also instruction specifically tailored to subject areas)
- *Readability analysis* (computer-driven program for assessing textbook readability)

Description of Library Services--Library (continued)

- *Electronic interlibrary loan* (utilizes On-Tyme for faster ILL delivery for patrons)
- *Faculty Reserve book service* (computer database has streamlined service and brought about a completely updated reserve section)
- *"Information packaging" for faculty* (staff gathers/sifts information on any subject)
- *Current awareness service* (distribution of various best book lists, new book lists, subject-oriented lists, flyers to faculty regularly)
- *Acquisition of materials* (maintaining standard of 50% of purchases being generated by faculty)
- *Reference service* (all staff trained in "ready reference" for students)
- *Computerized circulation* (staff and students can get instant lists of books they have checked out currently)

Staff reading room (up-to-date study opportunities, job announcements, education materials)

AUDIOVISUAL

- *Satellite downlinking* (distribution of information on programs available, contracting for downlinking, technical handling of downlinking for over 50 programs in 1989-90)
- *Videotaping of campus events* (includes regular taping of student activities; special events such as concerts)
- *Videotaping of classes* (any class presentation videotaped on request)
- *Consultation/searching for hardware and software* (staff uses numerous directories)
- *Film/videotape rentals* (scheduling, delivery and pick-up for faculty)
- *Audiovisual directory production* (compilation and distribution of audiovisual holdings directory on a biannual basis)
- *Slide production* (copystand slide production from photographs, books, etc., for faculty)
- *Video editing/format transfer* (transfer from 3/4" to 1/2", filmstrip to video, etc.)
- *Equipment reservation/delivery* (room set-up, delivery, and pick-up for faculty)

Description of Library Services--Audiovisual (continued)

- *Audio cassette duplication* (within copyright guidelines--24-hour service)
- *Equipment repair* (in-house repair of most items, handling of outside repairs)
- *Audiovisual inventory* (campus-wide tracking and inventory using computerized database)
- *Instructional videotape production* (scripting and producing instructional tapes)

PROJECTED NEEDS

Primary needs of the Library Media Center can be grouped into three areas:

(1) As services have increased, the demand for them has also increased. The critical point has already been reached insofar as workload for each staff member. In the 1983 accreditation, it was recommended that a reference librarian be added; the need still exists. To meet American Library Association standards, a college the size of Porterville should have a minimum of 3 professionals.

(2) *Collection growth* is imperative. As of September, 1989, Porterville College had a total of 27,449 books, microfiche and cataloged audiovisual materials. While this is up considerably from the 21,026 reported four years ago, it is below the American Library Association standards for a college this size which specify a minimum collection size of 40,000 books. There is a growing demand for prerecorded videotapes and microcomputer software to support curriculum.

(3) *Audiovisual equipment* must be updated/replaced and expanded on a campus-wide basis. The average age of filmstrip projectors, 16mm projectors, and overhead projectors is more than double the recommended 5-year phaseout. The largest demand, currently, is for VCR recorders and monitors and slide projectors. A replacement plan exists for all audiovisual equipment.

SUMMARY OF ANTICIPATED COSTS:

NEED	ANTICIPATED COSTS
Reference librarian	$ 28,000
Collection growth (average price of book–$35, audiovisual software–videotapes, computer software–$50)	$85,000 (2,000 at $42.50 per item average–amount needed in each of 6 years to add 12,000+ books)
Audiovisual equipment (tape duplicator, 4 overhead projectors, 2 slide projectors, 2 typewriters, 4 videocassette players, 2 monitors, video camera and SEG and microcomputer-based editing equipment)	$ 25,500 (for campus-wide utilization)
TOTAL	$138,500

NOTE: *The above-listed needs and anticipated costs are in addition to the regular Library Media Center budget.*

BAKERSFIELD COLLEGE
SAFETY SERVICES PLAN
1990-91

OVERVIEW

The Safety Services Plan for Bakersfield College focuses on five areas:

(1) Compliance with applicable laws (i.e., Education Code, Health Safety Code, Labor Code, Fire Code, Building Code, and laws pertaining to handling of hazardous materials.)

(2) General safety guidelines for the campus, departments and classes where hazardous situations or materials may be encountered.

(3) Accident report and review plan to analyze accident causes and rectify contributory conditions if possible.

(4) Emergency response planning for earthquake, fire, acts of mayhem, etc.

(5) Procedures for handling and disposal of hazardous materials and waste for all campus areas where used. (Maintenance and Operations, Industrial Education, Art, Sciences, etc.)

GOALS

To continue to: (a) develop and conduct staff training in general safety and hazardous materials handling, (b) develop and implement a written Injury Presentation Plan as required by SB 198 which must be in place by July 1, 1991; (c) monitor and implement changes required by labor code pertaining to asbestos containing materials handling; (d) improve storage areas for hazardous materials whenever possible; (e) refine emergency and disaster preparedness plans; and (f) update Business Plan for Hazardous Materials Management as required by AB 2185.

ANTICIPATED COSTS

Compliance with Environmental Protection Agency regulations related to PCB (six remaining transformers)	$400,000
Abatement of Asbestos Hazard in Mechanical rooms, BC Campus	400,000
Management of hazardous materials, including proper staffing, storage and disposal	10,000
Compliance with Fire Code, Labor Code, Building Code and underground tank ordinance	30,000
Emergency lighting, smoke detectors, and standby generator for Weill Institute	45,000
Special gear for chemical handling (spill kits, protective clothing, sorbents, etc.)	4,000
Emergency lighting for Gym and Theater	18,000
TOTAL	**$907,000**

CERRO COSO COLLEGE
SAFETY SERVICES PLAN
1990-91

GENERAL

Campus safety continues to maintain a reasonable level of priority at Cerro Coso especially in view of the magnitude of on-going remodeling and new construction of campus facilities, as well as the advent of potential asbestos and hazardous material problems. An on-going campus committee meets regularly to study campus safety and make recommendations to remediate deficiencies.

The College has also become an integral part of the local community disaster preparedness efforts to assist in developing and coordinating emergency plans for Cerro Coso and immediate vicinity in the event of a disaster.

Although much has been accomplished in the past few years, there is a critical need to constantly monitor the safety practices of College employees and students, to properly maintain all safety equipment, and to ensure the readiness of all staff members to appropriately respond in the event of a campus emergency.

GOALS

(1) Continue to revitalize the Campus Safety Committee and to meet regularly to discuss, to make recommendations and to implement plans to address all campus safety problems.

(2) Periodically schedule comprehensive campus safety inspections by SISK representatives.

(3) Update and implement campus emergency plans via posting of emergency evacuation routes, staff review of emergency procedures and scheduling regular day and evening drills each school term.

(4) Continue to work towards the hiring of a part-time staff member qualified to identify, maintain inventory and properly store and dispose of hazardous materials on campus.

(5) Conduct periodic First Aid and CPR training for College staff members.

(6) Periodically inspect all potentially hazardous equipment on campus to ensure posting of appropriate warning signs.

Goals (continued)

(7) Continue to address problems created by smoking in the Student Center and adjacent campus area.

(8) Ensure that a safety plan is developed for all campus laboratories with potentially hazardous equipment and materials, including a safety orientation program and qualifying test for all students enrolled in lab classes.

(9) Develop plans for modifications to campus vehicular and pedestrian traffic patterns necessitated by increased enrollment and expansion of College physical plant.

(10) Support increased campus security for safety of College staff and students and security of physical plant. Reassess campus security at least on a annual basis.

ANTICIPATED COSTS

First Aid Kit and Emergency Supplies	$ 2,000
Management of hazardous materials (storage and disposal)	$ 5,000
Hazardous Materials Management Officer	$10,000
First Aid and CPR Training for College staff	$ 1,500
Campus Security Guards	$18,000

PORTERVILLE COLLEGE
SAFETY SERVICES PLAN
1990-91

OVERVIEW

Safety for our students and staff members is the primary concern of the campus safety committee. This committee makes recommendations to the administration about possible hazardous conditions that exist on our campus and suggest steps that can be taken to correct or threat those problems.

GOALS

(1) Develop an emergency response plan including evacuation procedures. Disseminate and post emergency evacuation procedures for all campus personnel and in strategic locations.

(2) Develop a safety services plan to meet compliance with applicable laws, i.e., Education Code, Health and Safety Code, Fire Code, and laws pertaining to handling of hazardous materials.

(3) Prepare an accident report and review plan to analyze accident causes and determine how to rectify contributory conditions.

(4) Develop a procedures plan for handling and disposing of hazardous materials and waste for all campus areas where materials are used.

PART IX--FINANCE

KERN COMMUNITY COLLEGE DISTRICT
CALENDAR FOR DEVELOPMENT OF BUDGET
1990-91

DATE	ITEM	RESPONSIBILITY
1989 October November December	Review prior year budget procedures, develop budget plan and calendar	Chancellor and staff
December 6	Compile and place list of capital projects in priority listing	Chancellor College Presidents
December 6	Tentative Decisions for anticipated Certificated Openings	College Presidents
December	Revise budget request forms and instructions	Business Manager
December 15	Distribute Budget Request Forms	Business Office
1990 January 5	Five-Year Maintenance Plans State Five-Year Deferred Maintenance Plans & Capital projects	College Presidents
January 16	Decisions on all certificated and Classified positions	Chancellor Assistant Chancellor College Presidents
January 17	Develop initial guidelines for budget building	Business Manager
January 17	Provide current year and projected personnel costs	Director, Data Processing
January 17	Project total District budget by major categories--both income and expenditure	Business Manager
January 17	Inform colleges of allocations of funds according to plan	Business Manager
January	Submit adjustments in certificated and classified positions (reclassifications and new positions)	College Presidents
February 6	Update projected personnel costs for all continuing staff members by colleges.	Director, Data Processing
February 12	Send contract book to Colleges.	District Personnel
February 26	Return contract book to District.	Campus Personnel
February 27	Send out staff assignment listings for update	Director, Data Processing
March 8	Submit rough draft Budget to District including estimates of local income	College Presidents
March 8	Submit certificated and classified updated staff assignment listings for all continuing staff members and for any new approved positions to the Director of Data Processing	College Presidents

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DATE	ITEM	RESPONSIBILITY
March 16	Printout of rough draft budget to campus and revised allocation document	Business Office
March 16	Cut-off date for Equipment requisitions	
April 6	Report certificated and classified personnel costs to Business Manager	Director, Data Processing
April 13	Submit budget within allocations to District Business Office	College Presidents
April 16-20	Compile budget revisions	Business Office
April 23	Budget Printouts to Presidents	Business Office
April 27	Cut-off date for Supply requisitions	
May 2	Conferences with Presidents as needed concerning budget requests	Chancellor and Staff
May 21-25	Assemble Tentative Budget	Business Manager
May 31	Cut-off date for Budget Transfers	
June 7	Tentative Budget presented to Governing Board	Chancellor
June 15	Final certificated and classified personnel cost estimates to Business Manager	Director, Data Processing
June 15	Cut off date for Expenditure Transfers	
June 21	Tentative Budget work session and adoption by Governing Board	Board of Trustees
June 22	Tentative Budget filed with County Superintendent of Schools	Business Manager
June 29 - August 1	Tentative Budget reviewed and returned to District	County Superintendent
August 2	Publish Public Notice in a newspaper of general circulation of dates and location for public inspection	County Superintendent
August 9	Final Budget presented to Governing Board	Chancellor
August 20-24	Final Budget available for public perusal	Staff
September 6	Public hearing on Final Budget	Board of Trustees
September 6	Adopt Final Budget	Board of Trustees
September 10-14	File adopted budget with County Superintendent of Schools	Business Manager
September 10	Enter adopted Budget on District ledger	Director, Accounting Services
September 14	Adopted Budget returned to District	County Superintendent

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KERN COMMUNITY COLLEGE DISTRICT
BUDGET ANALYSES
1990-91

	Fiscal Year 1988-89 Actual	Fiscal Year 1989-90 Adopted	Fiscal Year 1989-90 Actual	Fiscal Year 1990-91 Projected
Beginning Balance	$ 1,464,526	$ 1,327,774	$ 1,319,821	$ 2,582,731
Estimated Income:				
State and Local	$32,510,371	$35,829,702	$36,506,330	$38,666,429
Federal Income	2,477,982	1,390,140	2,638,991	1,580,749
Enrollment Fee	1,153,332	933,900	1,223,195	1,000,000
Deferred Maintenance	4,553	0	0	0
Potash Royalties	418,771	425,000	431,723	425,000
Forest Reserve	16,918	15,000	3,879	15,000
Interest	447,384	400,000	653,922	500,000
Mandated Cost	19,761	208,955	420,093	125,000
Lottery Revenue	1,849,398	1,910,337	1,738,501	1,910,000
Equipment Replacement	244,925	350,000	325,736	350,000
Miscellaneous Income	3,689,623	4,202,301	4,587,132	3,906,095
Total Income	**$42,833,018**	**$45,665,335**	**$48,529,502**	**$48,478,273**
Total Beginning Balance and Income	$44,297,544	$46,993,109	$49,849,323	$51,061,004
Expenditures:				
1000	$17,263,350	$18,674,403	$18,736,795	$19,939,825
2000	9,132,236	9,749,462	9,886,591	10,626,022
3000	5,943,778	7,458,168	7,326,012	7,668,326
4000	1,160,232	1,397,752	1,417,136	1,693,008
5000	5,837,433	6,408,898	6,420,995	6,771,453
6000	1,635,319	1,893,287	1,958,131	2,143,372
7000	1,997,422	1,279,439	1,520,932	2,077,298
Total Expenditures	**$42,969,770**	**$46,861,409**	**$47,266,592**	**$50,919,304**
ENDING BALANCE	**$ 1,327,744**	**$ 131,700**	**$ 2,582,731**	**$ 141,700**

KERN COMMUNITY COLLEGE DISTRICT
BUDGET ASSUMPTIONS
FISCAL YEAR 1990-91

(1) The Beginning Balance of July 1, 1990 is estimated at $2,194,735 which includes carry-overs for Management Information Systems--$67,786; Matriculation--$278,668 and Bakersfield College Lease-Purchase--$27,860; Bakersfield Instructional Office Remodel--$36,000 and Cerro Coso Library Grant--$11,158.

(2) Average Daily Attendance (ADA) generated in the Fiscal Year (FY) 1989-90 was 11,080 of which 10,220 was funded. The base of 10,220 ADA is adjusted by allowable growth of 3.42% providing for a cap in FY 1990-91 of 10,570 funded ADA.

(3) The COLA for FY 1990-91 is 4.66% which will apply to general fund apportionment and also apply to categorically funded programs including Matriculation, EOPS, DSP&S/State Hospital, Transfer Center, etc.

(4) Assembly Bill 1725, Program Improvement Funds, will continue at the Phase I level plus COLA for a total of $727,752. Phase II, AB 1725, will be approximately $700,000. After adjustments for salaries and benefits of new certificated instructors, the Phase I balance of $422,950 has been allocated to the campuses for expenditures.

(5) Matriculation will be fully funded at $612,635 which includes an adjustment for COLA (4.66%) and growth (3.42%).

(6) Staff diversity ($50,000) and staff development ($70,146) programs will be funded and dollars allocated pursuant to the current formulas.

(7) Lottery Revenue will provide an estimated $1,910,000.

(8) Interest income is estimated at $500,000 reflected lower interest rates in FY 1990-91.

(9) The reserve will include $600,000 as uncommitted and $410,230 for a 5% COLA for classified staff (subject to negotiation). For (Part-Time) Faculty Schedule Adjustment, the reserve includes $227,188. A sum of $40,000 has been allocated to the Colleges for placing faculty on a higher initial step (BC--$24,400; CC--$5,200; PC--$10,400).

(10) Basic skills ADA Revenue is estimated at 408 ADA multiplied by incremental rate of $2,250 times 40% deficit factor times the 4.66% COLA equaling $384,312. Allocation to the Colleges is on the agreed-upon formula: BC--58.37%; PC--41.63%; CC--0%.

(11) Gain ADA Revenue is estimated at $133,131. Allocation is on the agreed-upon formula: BC--73.9%; PC--26.1%; CC--0%.

(12) An estimated $300,000 for over-the-cap ADA is anticipated.

August 1, 1990

(13) Deferred Maintenance projects totalling $830,286 are anticipated to be funded. These projects include:

Bakersfield College	**Approximate Cost of Project**
Reroofing of Family and Consumer Education Building	$ 26,400
Replacement of Trades and Industries Floor	108,200
Emergency Generator-Gymnasium	30,000
Porterville College	
Renovation of Swimming Pool	449,900
Replacement of Communication/Arts HVAC System	194,462
Replacement of Automatic Door, Library	15,866
Replacement of Automatic Door, Cafeteria	35,458
Total Costs of Projects	$860,286
Total Cost to Fund Match	$430,143

(14) The PC Academic Building Group II Equipment and the CC Outdoor Physical Education Project is expected to be funded 100% by the State.

(15) Mandated cost income is estimated at $125,000.

(16) Potash Royalty income is estimated at $425,000.

(17) Forest Reserve Funds will continue at $15,000.

(18) Vocational Education Act income will be $703,102.

(19) The medical and dental insurance rates will not increase, however, vision insurance will increase slightly. Effective July 1, 1990, the monthly rates are as follows:

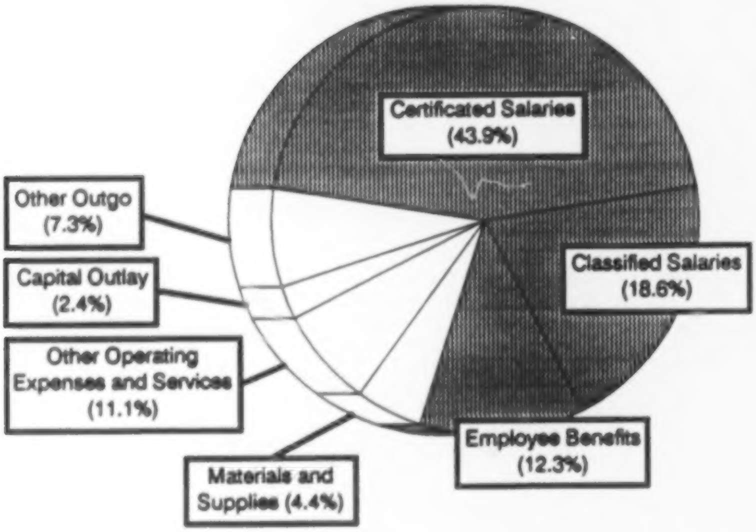
Health	$332.34
Dental	38.02
Vision	11.44
EAP	3.64
Life Insurance	1.90

KERN COMMUNITY COLLEGE DISTRICT
FUNDS AVAILABLE FOR ALLOCATION
FISCAL YEAR 1990-91 FINAL BUDGET

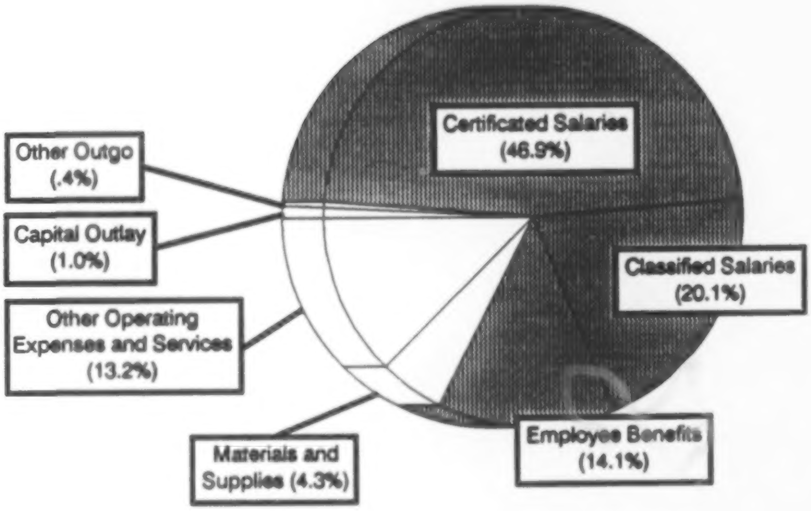
(A) Beginning Balance, July 1, 1990		$ 2,582,731
(B) Estimated Income:		
State and Local (10,570 ADA)	$34,958,674	
Lottery Revenue	1,910,000	
Enrollment Fee Administration Allowance	20,000	
State Hospital (367,072 - 47,500 to PC)	319,572	
Assembly Bill 1725 : Phase I	727,752	
Assembly Bill 1725: Phase II	600,000	
Potash Royalties	425,000	
Interest Income	500,000	
Mandated Costs	125,000	
Forest Reserve Funds	15,000	
Instructional Equipment/Library	350,000	
Matriculation	612,635	
VEA	703,102	
JTPA	20,855	
Basic Skills ADA	384,312	
Gain	133,131	
Faculty and Staff Development	70,146	
Faculty and Staff Diversity	50,000	
ADA Above Cap	100,000	
Title III Grant, Porterville	480,228	
Miscellaneous Income	50,000	
		42,555,407
(C) Total Funds Available		45,138,138
(D) Reserves:		
(Reserve for Contingencies):		
Classified Staff COLA	410,230	
AB 1725: Phase II	277,206	
Classified Reclassification	88,000	
Uncommitted	668,654	
Revolving Cash Fund	16,700	
Prepaid Expenses	125,000	
Total Reserves		1,585,790
(E) Deductions:		
All District Expense	12,118,583	
Central Service	2,221,766	
1989-90 Carry-Overs	455,651	
Total Deductions		14,796,000
(F) Funds Available for Allocation in 1990-91		$28,756,348

KERN COMMUNITY COLLEGE DISTRICT
ANALYSIS AND PROJECTION OF EXPENDITURES
1982-83 THROUGH 1990-91

1982-83
(Actual Expenditures)



1983-84
(Actual Expenditures)



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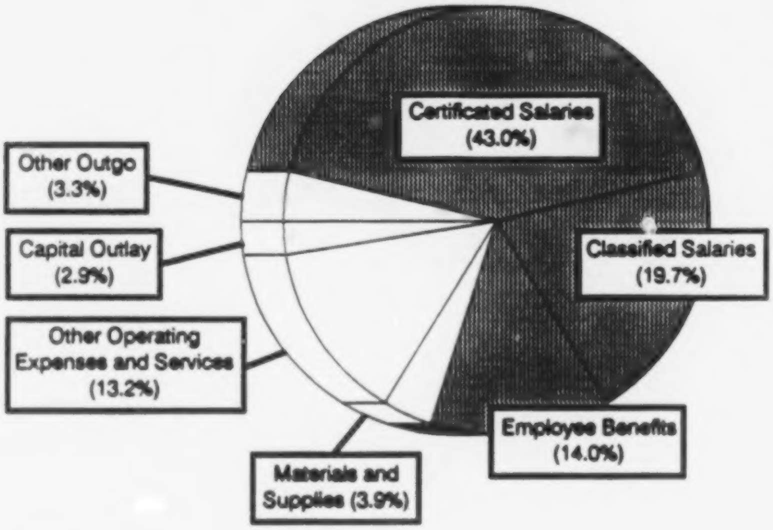
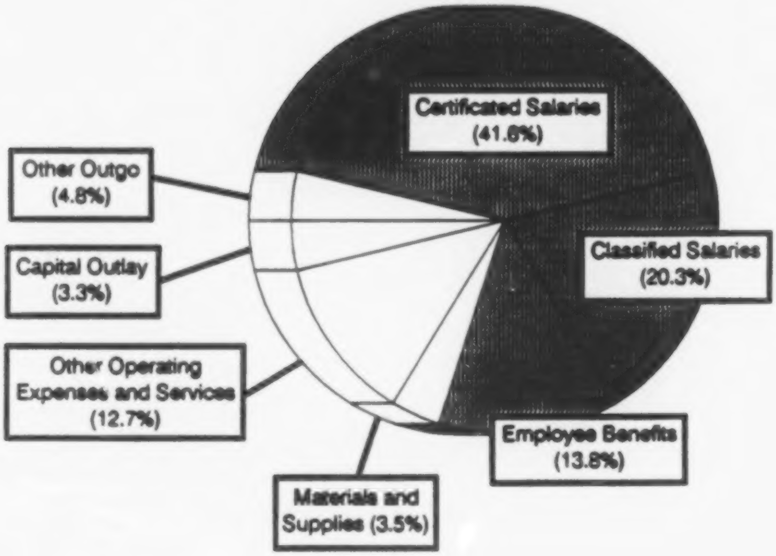
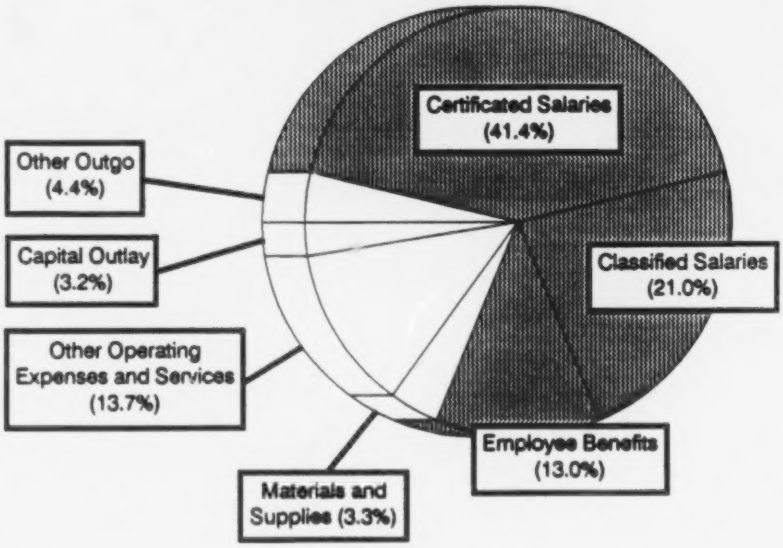
1984-85
(Actual Expenditures)



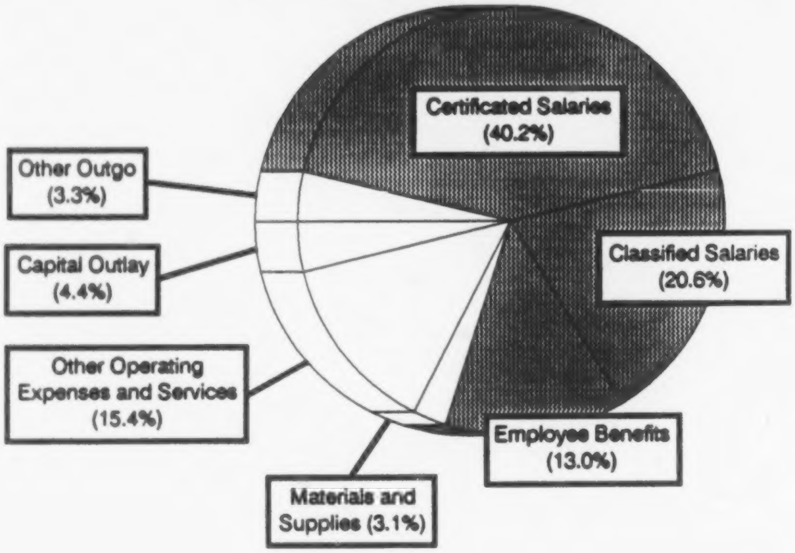
1985-86
(Actual Expenditures)



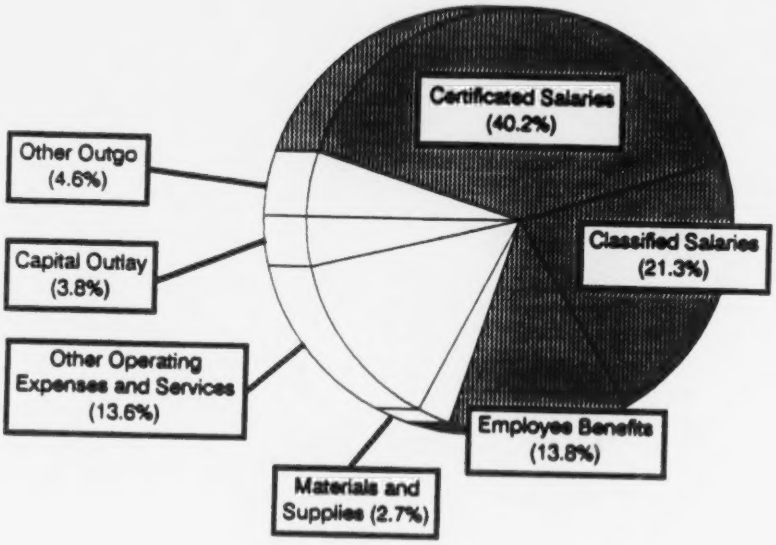
1986-87
(Actual Expenditures)



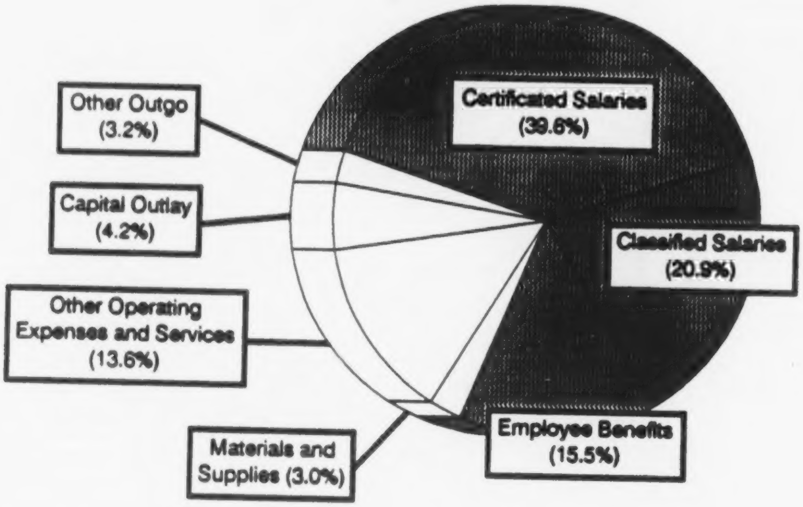
1987-88
(Actual Expenditures)



1988-89
(Actual Expenditures)



1989-90
(Actual Expenditures)



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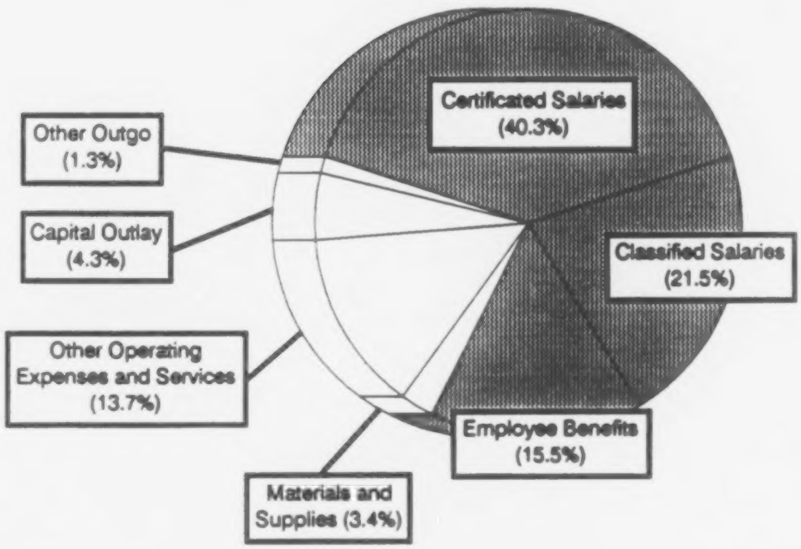
1990-91
(Projected Expenditures)



KERN COMMUNITY COLLEGE DISTRICT
GENERAL FUND ACTUAL MONTHLY CASH FLOWS(1)
1989-90

Categories	July	August	September	October	November	December	January	February	March	April	May	June	12 Month TOTALS
Beginning Cash	$2,359,000	$5,211,000	$4,682,000	$4,895,000	$2,796,000	$1,779,000	$6,828,000	$ 6,774,000	$6,025,000	$5,734,000	$6,071,000	$4,706,000	$ 2,359,000
Receipts:													
Federal Aid	35,000	0	526,000	60,000	405,000	61,000	261,000	189,000	757,000	0	200,000	200,000	2,694,000
State Apportionments	1,019,000	1,019,000	1,534,000	2,087,000	1,168,000	630,000	1,159,000	1,123,000	1,123,000	1,123,000	1,123,000	1,123,000	14,231,000
Other State Revenue	29,000	651,000	6,000	143,000	290,000	13,000	723,000	336,000	432,000	233,000	225,000	400,000	3,481,000
Property Taxes	5,000	296,000	710,000	30,000	1,608,000	7,766,000	1,108,000	53,000	907,000	5,339,000	4,000,000	650,000	22,472,000
Other Local Revenue	24,000	266,000	567,000	98,000	120,000	47,000	602,000	65,000	622,000	346,000	100,000	100,000	2,957,000
Incoming Transfers	0	0	124,000	234,000	0	372,000	0	752,000	0	268,000	0	350,000	2,100,000
Temporary Loan	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Income	699,000	398,000	790,000	81,000	9,000	14,000	144,000	416,000	46,000	0	50,000	50,000	2,697,000
Note Principal	4,972,000	0	0	0	0	0	0	0	0	0	0	0	4,972,000
Total Receipts	6,783,000	2,630,000	4,257,000	2,733,000	3,600,000	8,903,000	3,997,000	2,934,000	3,887,000	7,309,000	5,698,000	2,873,000	55,604,000
Disbursements:													
Certificated Salaries	724,000	616,000	1,687,000	1,812,000	1,698,000	1,548,000	1,425,000	1,675,000	1,660,000	1,666,000	1,675,000	1,550,000	17,758,000
Classified Salaries	619,000	759,000	806,000	929,000	893,000	916,000	926,000	669,000	894,000	864,000	875,000	875,000	10,025,000
Employee Benefits	553,000	490,000	469,000	784,000	686,000	482,000	714,000	585,000	597,000	697,000	700,000	700,000	7,457,000
Services and Supplies	269,000	623,000	605,000	726,000	562,000	610,000	563,000	445,000	627,000	504,000	700,000	700,000	6,934,000
Capital Outlay	44,000	38,000	328,000	281,000	618,000	144,000	46,000	0	116,000	175,000	100,000	100,000	1,990,000
Other Outgo	1,622,000	633,000	149,000	100,000	67,000	154,000	306,000	62,000	284,000	66,000	200,000	200,000	3,823,000
Outgoing Transfers	100,000	0	0	200,000	93,000	0	71,000	247,000	0	500,000	0	500,000	1,711,000
Temporary Loan	0	0	0	0	0	0	0	0	0	0	0	0	0
Note Principal	0	0	0	0	0	0	0	0	0	2,500,000	2,500,000	0	5,000,000
Note Interest	0	0	0	0	0	0	0	0	0	0	313,000	0	313,000
Total Disbursements	3,931,000	3,159,000	4,044,000	4,832,000	4,617,000	3,854,000	4,051,000	3,683,000	4,178,000	6,972,000	7,063,000	4,625,000	55,009,000
Net Income	2,852,000	-529,000	213,000	-2,099,000	-1,017,000	5,049,000	-54,000	-749,000	-291,000	337,000	-1,365,000	-1,752,000	595,000
Ending Balance	$5,211,000	$4,682,000	$4,895,000	$2,796,000	$1,779,000	$6,828,000	$6,774,000	$6,025,000	$5,734,000	$6,071,000	$4,706,000	$2,954,000	$ 2,954,000

(1) Actual receipts through April 1990

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KERN COMMUNITY COLLEGE DISTRICT
GENERAL FUND PROJECTED MONTHLY CASH FLOWS
1990-91

Categories	July	August	September	October	November	December	January	February	March	April	May	June	12 Month TOTALS
Beginning Balance	$2,954,000	$5,654,000	$3,804,000	$3,404,000	$1,354,000	$ 504,000	$3,654,000	$3,354,000	$2,534,000	$2,364,000	$3,494,000	$2,461,500	$ 2,954,000
Receipts:													
Federal Aid	50,000	0	500,000	50,000	400,000	50,000	250,000	200,000	800,000	0	200,000	200,000	2,700,000
State Apportionments	1,100,000	1,100,000	1,800,000	2,200,000	1,200,000	700,000	1,200,000	1,580,000	1,580,000	1,580,000	1,580,000	1,580,000	17,000,000
Other State Revenue	50,000	700,000	0	150,000	300,000	0	750,000	350,000	450,000	250,000	250,000	450,000	3,700,000
Property Taxes	0	300,000	750,000	50,000	1,700,000	6,100,000	1,200,000	50,000	950,000	5,600,000	4,100,000	700,000	21,500,000
Other Local Revenue	50,000	200,000	450,000	100,000	100,000	50,000	450,000	50,000	500,000	250,000	100,000	100,000	2,400,000
Incoming Transfers	0	0	150,000	250,000	0	400,000	0	750,000	0	250,000	0	400,000	2,200,000
Temporary Loan	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Income	700,000	400,000	800,000	100,000	0	0	150,000	100,000	50,000	0	50,000	50,000	2,400,000
Note Principal	5,000,000	0	0	0	0	0	0	0	0	0	0	0	5,000,000
Total Receipts	6,950,000	2,700,000	4,250,000	2,900,000	3,700,000	7,300,000	4,000,000	3,080,000	4,330,000	7,930,000	6,280,000	3,480,000	56,900,000
Disbursements:													
Certificated Salaries	750,000	1,800,000	1,800,000	1,900,000	1,800,000	1,650,000	1,500,000	1,750,000	1,800,000	1,750,000	1,750,000	1,600,000	19,850,000
Classified Salaries	700,000	800,000	900,000	1,000,000	900,000	1,000,000	1,000,000	800,000	1,000,000	900,000	900,000	900,000	10,800,000
Employee Benefits	600,000	500,000	500,000	800,000	700,000	500,000	750,000	600,000	600,000	750,000	750,000	750,000	7,800,000
Services and Supplies	350,000	700,000	700,000	850,000	650,000	700,000	650,000	500,000	700,000	600,000	800,000	800,000	8,000,000
Capital Outlay	50,000	50,000	250,000	300,000	250,000	150,000	50,000	100,000	100,000	200,000	100,000	100,000	1,700,000
Other Outgo	1,800,000	700,000	150,000	100,000	100,000	150,000	350,000	50,000	300,000	100,000	200,000	200,000	4,200,000
Outgoing Transfers	0	0	350,000	0	150,000	0	0	100,000	0	0	0	0	600,000
Temporary Loan	0	0	0	0	0	0	0	0	0	0	0	0	0
Note Principal	0	0	0	0	0	0	0	0	0	2,500,000	2,500,000	0	5,000,000
Note Interest (1)	0	0	0	0	0	0	0	0	0	0	312,500	0	312,500
Total Disbursements	4,250,000	4,550,000	4,650,000	4,950,000	4,550,000	4,150,000	4,300,000	3,900,000	4,500,000	6,800,000	7,312,500	4,350,000	58,262,500
Net Income	2,700,000	-1,850,000	-400,000	-2,050,000	-850,000	3,150,000	-300,000	-820,000	-170,000	1,130,000	-1,032,500	-870,000	-1,362,500
Ending Balance	$5,654,000	$3,804,000	$3,404,000	$1,354,000	$ 504,000	$3,654,000	$3,354,000	$2,534,000	2,364,000	$3,494,000	$2,461,500	$1,591,500	$ 1,591,500

(1) Interest calculated at 6.25%

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KCCD General Fund Projected Monthly Cash Flows, 1990-91
Page two

Categories	July	August	September	October	November	December	January	February	March	April	May	June	12 Month TOTALS
Repayment Fund													
Balance	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0	$2,500,000	$5,312,500	$5,312,500
Receipts	0	0	0	0	0	0	0	0	0	2,500,000	2,812,500	0	5,312,500
Disbursements	0	0	0	0	0	0	0	0	0	0	0	0	0
Balance	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0	$2,500,000	$5,312,500	$5,312,500	$5,312,500

PROJECTED COSTS OF STEP AND LONGEVITY INCREMENTS
1990-91

Campuses	Number Receiving Increments	Employee Group	Cost
District Office	13	Management/Confidential	$ 19,894
	12	Classified	10,476
Bakersfield College	14	Management/Confidential	$ 24,261
	129	Certificated	79,096
	132	Classified	53,957
Cerro Coso College	7	Management/Confidential	$ 11,720
	23	Certificated	19,929
	40	Classified	15,036
Porterville College	8	Management/Confidential	$ 13,425
	36	Certificated	21,249
	25	Classified	11,075
TOTAL DISTRICT	42	Management/Confidential	$ 69,300
	188	Certificated	120,274
	209	Classified	90,544
	439		$280,118

(1) Costs **do not** include staff whose contract is Contingent on Funding.

(2) Costs **do not** include classified salaries other than District funded.

PROJECTED CLASSIFIED PERSONNEL COSTS
1990-91

Full-time Equivalent	Campus	Annual Salary	Benefits	Total Compensation
23.63	District Office	$ 684,399	$ 233,015	$ 917,414
194.98	Bakersfield College	4,335,803	1,841,506	6,170,793
50.25	Cerro Coso College	1,073,608	467,256	1,540,864
40.80	Porterville College	889,739	376,578	266,317
309.66	**TOTAL DISTRICT**	$6,983,549	$2,918,335	$9,895,388
	Less cost of Health Benefits (Health, Dental, Vision, Life, EAP)			1,690,615 $8,204,773

Average Salary **not** including benefits = $22,552

Average Salary including benefits = $31,956

Cost of one (1) percent salary increase = $82,048

NOTES

(1) Projection **includes** hourly employees salaries which were calculated based on estimated hours worked.

(2) Classified Contingent on Funding are **not** included.

(3) Salaries include eight (8) percent tax-sheltered annuity.

(4) Costs of step and longevity increments are included.

(5) Unfilled positions projected to July 1, 1990 are **not** included.

April 10, 1990

PROJECTED CERTIFICATED PERSONNEL COSTS
1990-91

Full-Time Equivalent	Campus	Annual Salary	Longevity	Benefits	Total Compensation
200.50	Bakersfield College	$ 8,656,047	$ 225,569	$1,888,739	$ 10,770,356
28.64	Cerro Coso College	1,197,137	14,702	261,423	1,473,262
50.62	Porterville College	2,062,458	51,011	460,839	2,574,308
279.76	**TOTAL DISTRICT**	$11,915,642	$ 291,282	$2,611,001	$14,817,926
	Less cost of Health Benefits (Health, Dental, Vision, Life, EAP)				$ 1,312,822 $13,505,104

Average Salary not including benefits = $43,633

Average Salary including benefits = $52,967

Cost of one (1) percent salary increase to Basic Faculty Salary Schedule = $135,051

NOTES

(1) Certificated employees Contingent on Funding are not included.

(2) Costs of step and longevity increments are included.

(3) Costs of Management are not included.

(4) Unfilled positions, if any, projected to July 1, 1990 are not inlcuded.

April 10, 1990

PROJECTED MANAGEMENT/CONFIDENTIAL PERSONNEL COSTS
1990-91

Full-Time Equivalent	Campus	Annual Salary	Benefits	Total Compensation
14.00	District Office	$ 757,396	$176,571	$ 933,967
18.34	Bakersfield College	1,029,573	210,823	1,240,396
11.00	Cerro Coso College	643,908	130,314	774,222
9.80	Porterville College	513,812	113,756	627,568
53.14	**TOTAL DISTRICT**	**$2,974,759**	**$631,464**	**$3,576,153**
	Less cost of Health Insurance (Health, Dental, Vision, Life, EAP)			246,111
				$3,330,042

Cost of one (1) percent salary increase = $33,300

NOTES

(1) Management/Confidential Contingent on Funding are not included.

(2) Costs of step and longevity increments are included.

(3) Unfilled positions, if any, projected to July 1, 1990 are not included.

April 10, 1990

FRINGE BENEFITS COSTS
1971-72 THROUGH 1990-91

Year	Certificated and Administration	Classified
1971-72		
Health Insurance	$ 451.56/yr.	$ 451.56/yr.
Long-term Disability	.58/100	.58/100
Tax-sheltered Annuity	8%	8%
1972-73		
Health Insurance	451.56/yr.	451.56/yr.
Long-term Disability	.58/100	.58/100
Tax-sheltered Annuity	8%	8%
1973-74		
Health Insurance	522.72/yr.	522.72/yr.
Long-term Disability	.58/100	.58/100
Tax-sheltered Annuity	8%	8%
1974-75		
Health Insurance	522.12/yr.	522.12/yr.
Long-term Disability	.98/100	.98/100
Tax-sheltered Annuity	8%	8%
1975-76		
Health Insurance	634.00/yr.	634.00/yr.
Long-term Disability	.98/100	.98/100
Tax-sheltered Annuity	8%	8%
1976-77		
Health Insurance	744.60/yr.	744.60/yr.
Long-term Disability	1.08/100	1.08/100
Tax-sheltered Annuity	8%	8%

Year	Certificated and Administration	Classified
1977-78		
Dental Insurance	$ 134.00/yr.	$ - 0 -
Health Insurance	846.00/yr.	846.00/yr.
Long-term Disability	1.08/100	1.08/100
Tax-sheltered Annuity	8%	8%
1978-79		
Dental Insurance	166.00/yr.	- 0 -
Health Insurance	977.00/yr.	977.00/yr.
Long-term Disability	1.08/100	1.08/100
Tax-sheltered Annuity	8%	8%
1979-80		
Dental Insurance	266.00/yr.	266.00/yr.
Health Insurance	1,006.00/yr.	1,006.00/yr.
Long-term Disability	1.13/100	1.13/100
Tax-sheltered Annuity	8%	8%
1980-81		
Dental Insurance	373.00/yr.	373.00/yr.
Health Insurance	1,320.00/yr.	1,320.00/yr.
Long-term Disability	1.10/100	1.10/100
Tax-sheltered Annuity	8%	8%

Year	Certificated	Classified	Management
1981-82			
Dental Insurance	$ 377.40/yr.	$ 377.40/yr.	$ 377.40/yr.
Health Insurance	1,649.34/yr.	1,649.34/yr.	1,649.34/yr.
Vision Insurance	- 0 -	48.30*	48.30*
Long-term Disability	1.10/100	1.10/100	1.10/100
Tax-sheltered Annuity	8%	8%	8%
1982-83			
Dental Insurance	482.00/yr.	482.00/yr.	482.00/yr.
Health Insurance	2,069.00/yr.	2,069.00/yr.	2,069.00/yr.
Vision Insurance	- 0 -	105.00/yr.	105.00/yr.
Long-term Disability	.66/100	.66/100	.66/100
Tax-sheltered Annuity	8%	8%	8%
1983-84			
Dental Insurance	481.56/yr.	481.56/yr.	354.60/yr.
Health Insurance	2,069.16/yr.**	2,069.16/yr.**	1,956.00/yr.
Vision Insurance	- 0 -	85.80/yr.	85.80/yr.
Life Insurance	25.20/yr.	- 0 -	25.20/yr.
Long-term Disability	.66/100	.66/100	.66/100
Tax-sheltered Annuity	8%	8%	8%

* Seven Months
** 80/20 plan

Year	Certificated	Classified	M & O	Management
1984-85				
Dental Insurance (CDS)	$ 496.44/yr.	$ 430.22/yr.	$ 496.44/yr.	$ 496.44/yr.
Dental Insurance (HBI)	496.44/yr.	496.44/yr.	496.44/yr.	496.44/yr.
Health Insurance	2,333.40/yr.	2,193.12/yr.	2,333.40/yr.	2,058.69/yr.
Life Insurance	25.20/yr.	25.20/yr.	25.20/yr.	25.20/yr.
Vision Insurance	- 0 -	100.24/yr.	114.45/yr.	90.93/yr.
Long-term Disability	.66/100	.66/100	.66/100	.66/100
Tax-sheltered Annuity	8%	8%	8%	8%

Year	All Employee Groups
1985-86	
Dental Insurance (CDS)	$ 402.24/yr.
Dental Insurance (HBI)	496.44.yr.
Health Insurance	2,160.00/yr.
Life Insurance	25.20/yr.
Vision Insurance	97.32/yr.
Long-term Disability	.66/100
Tax-sheltered Annuity	8%
1986-87	
Dental Insurance (CDS)	430.44/yr.
Dental Insurance (HBI)	546.00/yr.
Health Insurance	2,160.00/yr.
Life Insurance	25.20/yr.
Vision Insurance	97.32/yr.
Long-term Disability	.58/100
1987-88	
Dental Insurance (CDS)	452.04/yr.
Dental Insurance (HBI)	546.00/yr.
Health Insurance	2,592.00/yr.
Life Insurance	21.60/yr.
Vision Insurance	97.32/yr.
Long-term Disability	.58/100
1988-89	
Dental Insurance (CDS)	456.24/yr.
Dental Insurance (HBI)	546.00/yr.
Health Insurance	3,060.72/yr.
Life Insurance	22.80/yr.
Vision Insurance	97.32/yr.
Long-term Disability	.58/100
Employee Assistance Program	41.16/yr.
1989-90	
Dental Insurance (CDS)	456.24/yr.
Dental Insurance (HBI)	546.00/yr.
Health Insurance	3,988.08/yr.
Life Insurance	22.80/yr.
Vision Insurance	103.20/yr.
Long-term Disability	.58/100
Employee Assistance Program	43.68/yr.

Year	All Employee Groups
1990-91 (Projected)	
Dental Insurance (CDS)	$ 456.24/yr.
Dental Insurance (HBI)	546.00/yr.
Health Insurance	3,988.08/yr.
Life Insurance	22.80/yr.
Vision Insurance	103.20/yr.
Long-term Disability	.58/100
Employee Assistance Program	43.68/yr.

1990-91 SALARY AND FRINGE BENEFITS PROJECTIONS
REGULAR STAFF

Location	Full-Time Equivalent	Annual Salary Certificated	Annual Salary Classified* Includes 8% TSA	Extra Serv. Certificated Longevity*	Total Salary*	Long-Term Disability (.0068)	STRS (8.250)	PERS (7.8[illegible])	Social Security (7.65)	Worker's Compensation (1.127)	Unemployment Insurance (.60)	Health Benefits**	Total Benefits	Total Compensation
MANAGEMENT/CONFIDENTIAL														
District Office	14.00	$ 311,153	$ 439,446	$ 6,798	$ 757,398	$ 3,959	$ 36,231	$ 34,435	$ 34,270	$ 8,536	$ 4,544	$ 55,832	$ 176,571	$ 933,967
Bakersfield College	18.34	773,742	236,006	19,828	1,029,573	4,846	65,469	18,493	19,614	11,603	6,177	73,140	210,823	1,240,396
Cerro Coso College	11.00	466,236	162,664	15,008	643,908	3,647	39,703	12,746	12,444	7,257	3,863	43,866	130,314	774,222
Porterville College	9.80	317,125	188,614	8,073	513,612	2,052	26,829	14,780	15,081	5,791	3,083	39,880	113,756	627,568
TOTAL	53.14	$ 1,868,256	$ 1,026,728	$ 49,705	$ 2,944,689	$ 14,404	$ 158,232	$ 80,454	$ 81,409	$ 33,187	$ 17,667	$ 212,720	$ 631,464	$ 3,576,153
CERTIFICATED														
Bakersfield College	200.50	$ 8,656,047		$225,569	$ 8,881,617	$ 45,183	$ 732,296		$ 13,228	$100,096	$ 53,290	$ 816,104	$1,888,739	$ 10,770,356
Cerro Coso College	28.64	1,197,137		14,702	1,211,839	5,186	99,977		3,187	13,657	7,271	114,216	261,423	1,473,262
Porterville College	50.62	2,062,458		51,011	2,113,469	11,107	174,361		2,403	23,819	12,681	204,386	460,839	2,574,308
TOTAL	279.76	$11,915,642		$291,282	$12,206,925	$ 61,476	$1,007,071		$ 18,818	$137,572	$ 73,242	$ 1,134,706	$2,611,001	$ 14,817,926
CLASSIFIED														
District Office	23.63		$ 664,399		$ 664,399	$ 2,626		$ 53,630	$ 52,357	$ 7,713	$ 4,106	$ 97,307	$ 233,015	$ 917,414
Bakersfield College	194.98		4,335,803		4,335,803	16,615		339,754	331,689	48,865	26,015	932,235	1,841,506	6,177,309
Cerro Coso College	50.25		1,073,608		1,073,608	2,848		84,128	82,131	12,100	6,442	241,673	467,256	1,540,864
Porterville College	40.80		889,739		889,739	3,571		69,720	68,065	10,027	5,338	190,028	376,578	1,266,317
TOTAL	309.66		$6,963,549		$ 6,963,549	$ 25,660		$547,232	$534,242	$ 78,705	$ 41,901	$1,461,243	$2,918,355	$ 9,901,904
GRAND TOTAL	642.56	$13,783,898	$8,010,227	$340,987	$22,136,163	$101,540	$1,165,303	$627,686	$634,469	$249,464	$132,810	$2,808,668	$6,160,820	$28,295,983

** HEALTH BENEFITS:

	Health	Dental	Vision	Life	Psych	Total
Confidential/Management	$3,988	$456	$103	$23	$44	$4,614
Certificated	$3,988	$456	$103	$23	$44	$4,614
Classified	$3,988	$456	$103	$23	$44	$4,614

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1990-91 SALARY AND FRINGE BENEFITS PROJECTIONS OTHER THAN DISTRICT FUNDED

Location	Full-Time Equivalent	Annual Salary Certificated	Annual Salary Classified (Inc. 8% TSA)	Extra Serv./ Longevity Certificated	Total Salary	Long-Term Disability (.0068)	STRS (8.250)	PERS (7.836)	Social Security (7.65)	Worker's Compensation (1.127)	Unemployment Insurance (.60)	Health Benefits**	Total Benefits	Total Compensation
MANAGEMENT/CONFIDENTIAL														
Bakersfield College	.66	$ 34,095			$ 34,095		$ 2,813		$ 494	$ 384	$ 205	$ 2,832	$ 6,941	$ 41,036
TOTAL	.66	$ 34,095			$ 34,095		$ 2,813		$ 494	$ 384	$ 205	$ 2,832	$ 6,941	$ 41,036
CERTIFICATED														
Bakersfield College	25.28	$ 826,854		$15,512	$ 842,367	$3,953	$69,495		$ 1,812	$ 9,493	$5,054	$113,100	$220,660	$1,063,027
Cerro Coso College	4.36	142,160			142,160	334	11,728		742	1,602	853	21,376	39,990	182,150
Porterville College	6.60	189,485			189,485	444	15,633		1,638	2,136	1,137	34,895	61,360	250,845
TOTAL	36.24	$1,158,499		$15,512	$1,174,012	$4,731	$96,856		$ 4,192	$13,231	$7,044	$169,371	$322,010	$1,496,022
CLASSIFIED														
District Office	.60		$ 20,008		$ 20,008	$ 116		$ 1,568	$ 1,531	$ 226	$ 120	$ 2,393	$ 6,330	$ 26,338
Bakersfield College	55.19		1,031,111		1,031,111	2,422		80,798	78,880	11,621	6,187	319,997	550,136	1,581,247
Cerro Coso College	7.33		136,255		136,255	208		10,677	10,424	1,536	818	57,427	90,104	226,359
Porterville College	7.36		129,224		129,224	424		10,126	9,886	1,456	775	41,276	70,422	199,646
TOTAL	70.48		$1,316,598		$1,316,598	$3,170		$103,169	$100,721	$14,839	$7,900	$421,093	$716,992	$2,033,590

** **HEALTH BENEFITS:**

	Health	Dental	Vision	Life	Psych	Total
Confidential/Management	$3,988	$456	$103	$23	$44	$4,614
Certificated	$3,988	$456	$103	$23	$44	$4,614
Classified	$3,988	$456	$103	$23	$44	$4,614

Part X

Success Factor

KERN COMMUNITY COLLEGE DISTRICT GRADUATES, BY COLLEGE 1915 THROUGH 1990

Bakersfield College		Cerro Coso College	Porterville College	
1915– 1	1953–210	1972– 59	1929– 7	1960– 64
1916– 0	1954–184	1973– 49	1930–20	1961– 53
1917– 0	1955–219	1974– 56	1931–19	1962– 79
1918– 0	1956–235	1975– 85	1932–22	1963– 84
1919– 2	1957–336	1976–141	1933–37	1964– 79
1920– 1	1958–344	1977–126	1934–23	1965– 67
1921– 7	1959–304	1978–128	1935–45	1966– 91
1922– 5	1960–350	1979– 94	1936–40	1967– 92
1923– 8	1961–337	1980– 94	1937–49	1968–104
1924– 9	1962–393	1981–112	1938–40	1969–120
1925– 6	1963–385	1982–139	1939–43	1970–145
1926– 10	1964–414	1983–165	1940–44	1971–128
1927– 10	1965–456	1984–154	1941–53	1972–141
1928– 17	1966–570	1985–153	1942–37	1973–158
1929– 20	1967–613	1986–138	1943–24	1974–135
1930– 33	1968–620	1987–132	1944– 0	1975–152
1931– 40	1969–701	1988–154	1945– 8	1976–161
1932– 58	1970–786	1989–162	1946–18	1977–131
1933– 79	1971–823	1990–164	1947–23	1978–165
1934–104	1972–770		1948–40	1979–120
1935–114	1973–730		1949–26	1980–106
1936– 97	1974–800	TOTAL–2,305	1950–27	1981– 89
1937–146	1975–880		1951–20	1982–111
1938–109	1976–821		1952–27	1983–122
1939–145	1977–762		1953–20	1984– 99
1940–153	1978–743		1954–29	1985– 92
1941–165	1979–750		1955–47	1986– 80
1942–154	1980–687		1956–57	1987– 93
1943– 70	1981–617		1957–51	1988– 85
1944– 27	1982–540		1958–39	1989– 72
1945– 38	1983–510		1959–43	1990– 87
1946– 45	1984–480			
1947–132	1985–444		TOTAL–4,283	
1948–269	1986–412			
1949–221	1987–452			
1950–242	1988–436			
1951–225	1989–529			
1952–162	1990–519			
TOTAL–23,086				

Bakersfield College: 1915–Josephine Chase; 1919–Margaret Brewer and Maybelle Mentzer; 1920–Dorothy Bitner; 1921–John Alstaetter, Georgia, App, Edison Dalton, Ivan Hastin, Richard Lindgren, Inez Schatz and Sylvester Wells

KERN COMMUNITY COLLEGE DISTRICT
STUDENT ATTRITION WEEKLY STUDENT CONTACT HOUR COURSES
FALL ONLY–1983-84 THROUGH 1988-89

College	1983-84 WSCH	Percentage Drop	1984-85 WSCH	Percentage Drop	1985-86 WSCH	Percentage Drop	1986-87 WSCH	Percentage Drop	1987-88 WSCH	Percentage Drop	1988-89 WSCH	Percentage Drop
Bakersfield College												
1st Census Day 2nd Census Day	61,579 54,774	11.1	59,438 51,684	13.1	58,618 51,023	13.0	58,447 51,533	11.8	64,094 57,410	10.4	63,980 56,213	12.1
1st Census Evening 2nd Census Evening	21,629 18,030	16.6	20,639 16,384	20.6	18,754 15,666	16.5	17,917 15,741	12.1	17,224 15,393	10.6	15,483 13,286	14.2
WSCH ADA	2,369		2,249		2,147		2,181		2,340		2,261	
Cerro Coso College												
1st Census Day 2nd Census Day	8,868 8,452	4.7	7,081 6,899	2.6	5,960 5,491	7.9	6,374 5,907	7.3	6,402 5,896	7.9	6,348 5,799	8.6
1st Census Evening 2nd Census Evening	10,163 9,108	10.4	9,456 8,658	8.4	9,948 9,292	6.6	9,274 8,398	9.4	9,874 8,847	10.4	9,528 8,310	12.8
WSCH ADA	556		488		486		455		471		486	
Porterville College												
1st Census Day 2nd Census Day	14,936 13,228	11.4	12,184 11,090	9.0	12,998 11,911	8.4	12,804 11,584	9.5	13,028 11,647	10.6	12,653 11,012	13.0
1st Census Evening 2nd Census Evening	5,744 4,919	14.4	5,043 4,427	12.2	5,185 4,716	9.1	4,769 4,050	15.1	4,357 3,618	17.0	4,615 3,841	16.8
WSCH ADA	590		497		529		504		496		[illegible]	
DISTRICT TOTALS												
1st Census Day 2nd Census Day	85,381 76,454	10.5	78,711 69,663	11.5	77,576 68,425	11.8	77,625 69,024	11.1	83,524 74,953	10.3	82,978 73,023	12.0
1st Census Evening 2nd Census Evening	37,536 32,055	14.6	35,138 29,469	16.1	33,888 29,674	12.4	32,560 28,187	13.4	31,456 27,856	11.4	29,624 25,440	14.1
WSCH ADA	3,515		3,234		3,162		3,140		3,307		3,204	

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KERN COMMUNITY COLLEGE DISTRICT
REPORT ON LICENSURE EXAMS
(HEALTH CAREERS)
1990-91

BAKERSFIELD COLLEGE

EMERGENCY MEDICAL TECHNICIAN(EMT)

The Emergency Medical Technician program is a certificate program requiring 120 hours of instruction. Upon completion of the course, the students are certified by the Kern County Emergency Medical Services Agency. Recertification is required every two (2) years following initial certification. In 1989, sixty-nine (69) students received EMT Certificates of Completion. In addition, forty-eight (48) EMT's completed the twenty-seven-hour (27-hour) recertification course.

LICENSED VOCATIONAL NURSING (LVN)

The Licensed Vocational Nursing program is a three-semester certificate program. Students are admitted once each year in the Fall semester. Sixteen (16) students completed the program in 1989 with a 100% pass rate on the LVN licensure examination. Sixteen (16) students were admitted to the LVN program in Fall 1990 bringing the total enrollment to thirty-two (32) students.

ASSOCIATE DEGREE NURSING (RN)

This two-year degree program accepts and graduates students each semester. In 1989, fifty-eight (58) students graduated. Their pass rate on the RN licensure examination was 89%. One hundred thirty (130) students are presently enrolled in the Associate Degree Nursing Program.

RADIOLOGIC TECHNOLOGY (RT)

The Radiologic Technology program is a two-year associate degree program. Students are admitted once every other even year in June. In 1990, twenty-three (23) students graduated, from an initial enrollment in 1988 of twenty-five (25) students, and their pass rate on the Certified Radiologic Technologist (CRT) examination was 100%. Twenty-seven (27) students are presently enrolled in the Associate Degree Radiologic Technology program.

CERRO COSO COLLEGE

Cerro Coso Vocational Nursing graduates regularly take the State Board of Vocational Nursing Practitioners certification examination and perform well. Fifteen students completed the most recent examination, held in October, 1989, with a 100% pass rate.

PORTERVILLE COLLEGE

In 1987-88, 49 students took the Psychiatric Technician licensure examination and 84% passed; 28 vocational nursing students took the examination and 89% passed.

BAKERSFIELD COLLEGE REPORT ON FOUNDATION AND COMMUNITY SUPPORT

1990-91

The Bakersfield College Foundation exists to promote the general welfare of Bakersfield College. More specifically, the Foundation supports a comprehensive scholarship program to encourage worthy students, and additionally, within the limits of its resources, assists the College in the attainment of its educational goals. The Foundation is particularly proud of its substantial support of the President's Scholars Program whose purpose is to attract, and encourage through scholarships, the top high school graduates in the area.

The Bakersfield College Foundation was incorporated under the laws of the State of California in 1975. Its original capitalization was $75,000 generated by a transfer to the Foundation of a number of existing scholarship endowments. By 1989, the Foundation's asset had grown to $1,000,000 as a result of substantial legacies, additional contributions, and favorable investments.

The Foundation is governed by a Board of Directors composed of community representatives and College officials. All investments of Foundation funds are made by the Board of Directors, and all funds are subject to an annual independent audit. The Foundation, through its Articles of Incorporation approved by the State of California, is authorized to solicit funds, accept property and other gifts, and invest monies for the purposes of providing broad support to the College.

Currently, the Foundation is managing the funds of 192 organizations, individuals, and endowments mainly for the purposes of scholarships and loans, but also for other objectives noted in the By-Laws. Income from investments plus additional donations permited the College to give, in 1989-90, $100,000 in scholarships and $42,500 in other forms of student aid.

The Bakersfield College Foundation generates impressive support from the community in the form of contributions, service on the Foundation Board of Directors, and general interest in and support of the College.

CERRO COSO COMMUNITY COLLEGE REPORT ON FOUNDATION AND COMMUNITY SUPPORT
1990-91

The Fire Mountain Foundation is a non-profit organization providing financial support to Cerro Coso Community College. The Foundation was established in 1978 by citizens of the local community who recognized a need for an increase in support of education in our community. The Foundation's Board is made up of 15 members from the community, all of which are volunteers.

The Foundation actively seeks donations to support the goals of the College. Donations are accepted in the areas of capital support for: construction; beautification of grounds; scholarships; and equipment, including books and materials essential for the successful operation of course programs. The Foundation also accepts donations of in-kind gifts (gifts of materials that can be put to immediate use by the College), bequests and trusts, and volunteer help from the community. The Foundation continually seeks outside funding from corporations and other foundations through its efforts in grantwriting.

Each year the Foundation's Board, working with the College's Development Office, sets priorities for those items most needed for the continued operation and enhancement of education at the Institution. Through this process the Foundation is able to actively seek out those donors best suited to helping the College meet its goals.

The Foundation is currently managing the funds of 16 individuals and six organizations primarily for the purposes of scholarships. There are 30 scholarships and 50-plus awards presently in the College Scholarship Program. Additionally, income from investments plus contributions enabled the Foundation to present the College $14,000 towards its book drive, three Fire Moutain Foundation, Inc. Scholarships, hosting the Athletic Banquet, and selecting the outstanding Student of the Year.

The Foundation's assets have grown to $147,500 by 1990.

PORTERVILLE COLLEGE
REPORT ON FOUNDATION AND COMMUNITY SUPPORT
1990-91

The Porterville College Patrons Foundation was established on May 12, 1970 when articles of incorporation were filed. These articles were filed as required with the Secretary of State on September 1, 1970. Seventeen members constituted the first Board of Directors and all but one of those members were local citizens volunteering their services. Dr. Orlin Shires, President of the College at that time, represented the College on the original Board.

During the ensuing eight years, the Patrons Foundation attempted to fulfill its original purpose of obtaining contributions in support of the College. The Foundation took on several projects and fund raising events; several were successful while others created deficits. The Foundation ultimately found itself with a deficit financial status. The original Board of Directors became inactive and the Foundation floundered.

Under the direction of the current College President, Dr. Paul D. Alcantra, plans were made in 1978 to reactivate the Foundation. The name was changed to the Porterville College Foundation (PCF), new articles of incorporation filed, and new by-laws written. Members from the original Board were encouraged to become active and a new Board of Directors, comprised of twelve members, was established in 1983. During this time, the Board began an active campaign to complete unfinished projects, increase fund raising and clear all debts.

In addition to monies raised for scholarships, the Foundation annually reviews the current and future needs of the College and selectively endorses specific projects. For example, in the recent past, the Foundation raised $45,500 to replace the lights in Jamison Stadium at Porterville College and refurbish the lobby of its growing community theatre--projects appreciated by the entire community. The College Foundation financial statement lists current assets in excess of $500,000. An increase of a minimum $50,000 per year during the past six years has been realized through increasing scholarship funding sources, private donations, and other foundation activities.

Three years ago, the Foundation amended its by-laws to increase Board membership to 19 members. The existing Board recommended potential new members who were actively recruited. In October of 1990, Porterville College received a $2.5 million Title III grant that provided funding to establish an extensive development office. A new director of development has been hired and will be on campus in January of 1991.

Today, the Porterville College Foundation is recognized as a major contributor to the success of students and the College. Community support is expected to continue into the 21st century.

ERIC Clearinghouse for
Junior Colleges
JUL 26 1991